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EUROPEAN COUNCIL FOR EDUC. BY CORRESPONDENCE

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AT THE 1965 ANNUAL MEETING OF THE EUROPEAN COUNCIL FOR EDUCATION BY CORRESPONDENCE (CEC), HELD IN PARIS IN OCTOBER, THE MODIFIED CEC CONSTITUTION WAS ADOPTED. AT THE 1966 ANNUAL MEETING, HELD IN LONDON IN MAY, THE DELEGATES DISCUSSED BUSINESS AND EDUCATIONAL ASPECTS OF A MODEL CODE OF ETHICS. TO INVESTIGATE METHODS OF EDUCATION BY CORRESPONDENCE, A QUESTIONNAIRE WAS SUBMITTED TO REPRESENTATIVES OF ALL MEMBER SCHOOLS IN THE FALL OF 1965. RESULTS, BASED ON THE PROGRAMS OF 28 EUROPEAN CORRESPONDENCE SCHOOLS, WERE TABULATED ON THE PLANNING AND ELABORATION OF COURSES, GAINING AND ADVISING STUDENTS, INSTRUCTION AND SERVICE, EXAMINATIONS, AND MEASURING STUDENTS' SUCCESS. THIS DOCUMENT INCLUDES THE CONSTITUTION, THE CODE OF ETHICS AND PAPERS AND DISCUSSION RELATING TO IT, THE QUESTIONNAIRE AND SUMMARIES OF RESPONSES, A SHORT BIOGRAPHY OF GUNNAR GADDEN, A REPORT OF THE FIFTIETH ANNIVERSARY OF DENMARKS BREVSKOLE, A MEMORIAL TRIBUTE TO WERNER KAMPRATH, AND A LIST OF MEMBER SCHOOLS AND CEC REPRESENTATIVES AS OF DECEMBER 1966. (AJ)

YEARBOOK CEC 1966

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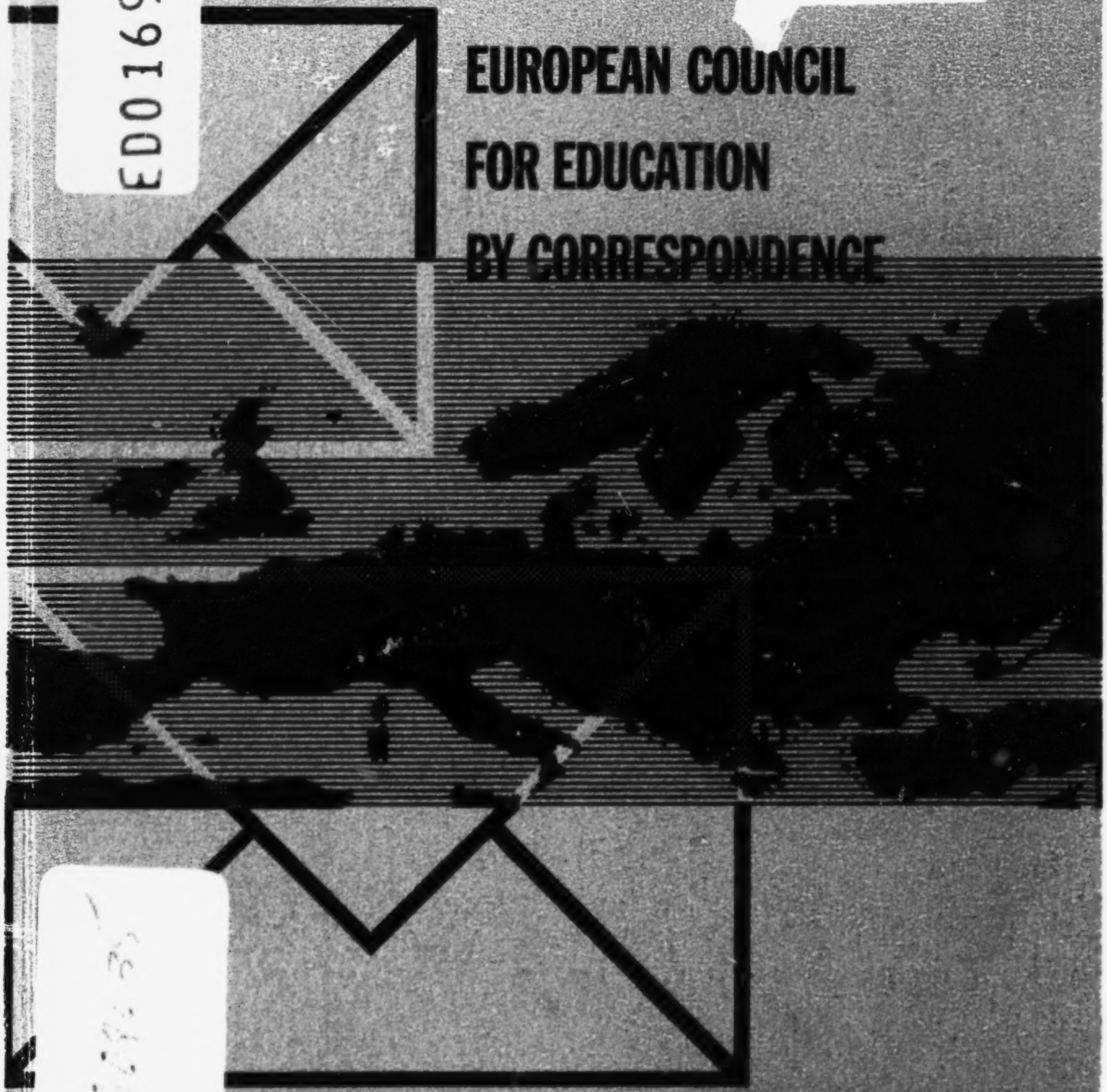

EUROPEAN COUNCIL FOR EDUCATION BY CORRESPONDENCE

AC 002 35

European Council for Education by Correspondence

Conseil Européen de l'Enseignement par Correspondance

Registered Office: 66 Rue Beckers, Brussels 4

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Editorial Committee: H. R. Light (Chairman), K. Graff, B. Saxe.

YEARBOOK CEC 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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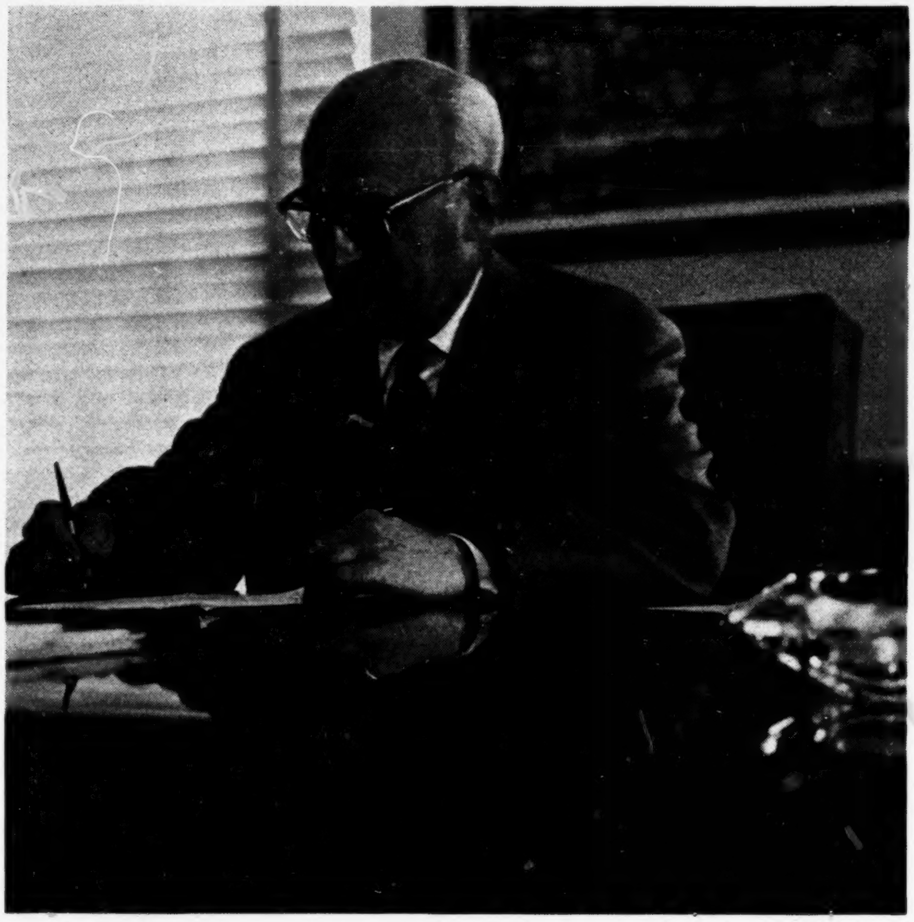
PRESIDENT'S FOREWORD

Isaäc J. Sloos



In the words of Machiavelli, 'To be maintained, good morals need good laws, and to be observed, good laws need good morals'. As leaders of education by correspondence, we recognise that all our activities have to satisfy the same high moral standards that are applicable to other forms of education.

It would be the ideal situation if a council such as ours could exist without any code of ethics, but Machiavelli's experience is still true today, and morality needs the support of law. Since its inception five years ago our council has therefore been supported by a code of ethics. Regarded from the ideal point of view, it is to be regretted that we cannot now dispense with a code of ethics: instead we have this year given much thought to the original code, and indeed are thinking of extending it. However, from another point of view this is a healthy sign, and indicates our desire to put education by correspondence on the highest possible plane. Discussion on the enactment of a new code of ethics has therefore been a focal point of our deliberations during the year now ended, as it will be in the next year.

Ending as I began, with the wisdom of Machiavelli, I am sure that our new code of ethics, our new law, will still need good morals if it is to be observed. I trust that these good morals will be abundantly present in our CEC in the years to come. If we can all observe the spirit as well as the letter of the law, our deliberations will have been worth while and will rebound to the credit of education by correspondence in Europe.

ISAÄC J. SLOOS

REPORT OF ANNUAL MEETING IN PARIS OCTOBER 1965

The 1965 Annual Meeting was held in Paris on 25th October and it was attended by forty-seven delegates from thirteen European countries, representing the eighteen established member-schools and the eleven new member-schools formally introduced at the beginning of the meeting. Many of the delegates were accompanied by their ladies, who took part in the social events of the programme.

The delegates assembled at their hotels on Sunday, 24th October, and the Annual Meeting in Conference Room VI of the Palais de l'Unesco was held between 09.00 hours and 18.00 hours on Monday, 25th October. In welcoming the delegates, the President, Mr. I. J. Sloos, announced that the main item on the agenda was the new CEC Constitution. Luncheon was taken with the ladies in Unesco Restaurant 1. In the evening a banquet was held in the Hotel George V, and was attended by many of the delegates and their ladies.

The full and interesting programme for Tuesday, 26th October, began with a visit to the headquarters of Etablissements Pigier in the Rue de Rivoli, after which the delegates and their ladies enjoyed a short conducted tour of the Quarter du Marais en route for the Pigier Branch School and printing works in the Rue de Turenne.

A memorable reception and luncheon at the residence of Madame Allard of the Ecole Universelle in Boulevard Exelmans was followed by a visit to that school, and in the evening a large party enjoyed a coach tour of the Paris illuminations.

This Annual Meeting was notable in CEC history for a sixty per cent increase in membership at a single meeting, and for the adoption of the modified CEC Constitution as the climax of three years' work and discussions.

Subject only to a few minor amendments approved at the London Meeting in May 1966, the new CEC Constitution adopted in Paris has now been presented to the King of the Belgians for his Royal Approval, as required by Belgian law since the registered office of the CEC is in Brussels. The Constitution is reproduced in full on pages 10 to 16 of this Year Book.

THE NEW CONSTITUTION OF THE CEC

CONSTITUTION OF THE EUROPEAN COUNCIL FOR EDUCATION BY CORRESPONDENCE (CEC)—CONSEIL EUROPEEN DE L'ENSEIGNEMENT PAR CORRESPONDANCE (CEC)

International non-profit making organization for educational purposes.

Article 1

NAME AND DOMICILE

An International Council with educational objects has been established under the name of:

"European Council for Education by Correspondence" (CEC)
"Conseil Européen de l'Enseignement par Correspondance" (CEC).

The Council has its registered office in a municipality of the Brussels agglomeration viz. Etterbeek (Brussels 4) rue Beckers 66, and is registered under Belgian law.

Article 2

OBJECTS

The objects of the Council shall be:

(*a*) to promote knowledge of correspondence education, its possibilities, applications and achievements;

(*b*) to promote ethical standards in education by correspondence;

(*c*) to promote co-operation with official bodies and to co-ordinate correspondence education with other educational methods;

(*d*) to organize, where practicable, the exchange between its members of experience, publications and teaching material;

(*e*) to promote research into the methods of education by correspondence by co-ordinating the efforts of the various members in this respect and by organizing research programmes;

(*f*) to co-ordinate, where possible, the preparation of courses, informative pamphlets and other publications, including common use of text material, pictures, and drawings;

(*g*) to publish, whenever possible, a periodical or year book in which particular attention is paid to the problems of correspondence education;

(*h*) to organize at least one meeting a year for all member-schools and, from time to time, congresses on correspondence education.

Article 3

MEMBERSHIP

There are three kinds of members:

(*a*) Members, viz. European Correspondence Schools who agree to accept the Constitution and Code of Ethics of the Council, and to support its programme and principles. Applicants for membership shall have been operating as Correspondence Schools for not less than five years. Before accepting an application for membership, the Executive Committee shall seek the advice of the members in the country concerned. The applicant shall then be nominated at the Annual Meeting of the Council where his admission as a member shall be subject to a two-thirds majority.

(*b*) Associate members, which are Schools under the same name or the same administrative or financial control as members as defined in Article 3 (*a*) above, and which have no voting powers.

(*c*) Honorary members, viz. persons who are not necessarily attached to a School, but who have rendered outstanding services to education by correspondence. They may participate in meetings, with the right to speak, but have no voting powers.

The Council shall consist of not less than nine members of at least five nationalities.

Article 4

VOTING

Each member-school shall have one vote. Except where otherwise specified in this Constitution, all decisions shall be taken by simple majority of the members voting; and members not present shall be permitted to vote by proxy. In the event of a tie, the president shall have a second and casting vote.

Article 5

POWERS

The Council shall be governed by an Executive Committee. The members of the Committee shall be representatives of member-schools with voting powers and shall be elected by secret ballot at the Annual Meeting.

To comply with Belgian law at least one member of the Executive Committee shall be a Belgian subject.

Any two members of the Executive Committee are allowed to accept provisionally on behalf of the Council any legacy or gift, and to arrange its legalization with the administrative authority concerned.

Article 6

OFFICERS

The officers of the Council constitute the Executive Committee, and are:

- the president
- two vice-presidents
- the secretary-general
- the treasurer
- **four** ordinary committee members.

The officers shall include the immediate past-president and a Belgian subject.

The list of candidates, who have been nominated by registered post to the secretary-general, not later than twenty days before the Annual Meeting, by members with voting powers, shall be made known to all members, and be voted upon by the Annual Meeting.

Each member shall vote for not more than nine of the nominated candidates.

The seven candidates who receive most votes shall be declared elected. If these seven new officers include a Belgian subject, the eighth candidate in order of voting shall be declared elected.

If the eight new officers include the immediate past president or if he is deceased, the eighth or ninth candidate in order of voting shall be declared elected.

The newly-elected officers shall immediately conduct a secret ballot among themselves to elect the new president, the first and second vice-presidents, a secretary-general and a treasurer.

The nine officers who constitute the Executive Committee shall hold office from the conclusion of the Annual Meeting at which they have been elected until the conclusion of the next Annual Meeting.

The decisions of the Executive Committee shall be taken by simple majority of the officers present and voting. In the event of a tie, the president shall have a second and casting vote. Five officers shall constitute a quorum.

If any office in the Executive Committee becomes vacant, the Executive Committee shall have the power to fill that office from the Council.

Article 7

FINANCES

Expenses on behalf of the Council shall be financed by annual fees to be determined by the Annual Meeting.

The members and associate members shall each contribute the same fee. An annual budget shall be prepared by the Executive Committee for consideration and approval by the Annual Meeting.

The president and the treasurer are authorized to fulfil routine financial obligations on behalf of the Council and to represent the Council at law.

The accounts of the Council shall be scrutinized annually by a duly qualified auditor who shall be elected at the Annual Meeting.

Article 8

MEETINGS

An Annual Meeting shall be held every year. The quorum at such meetings shall be nine.

In addition, as many ordinary meetings shall be arranged as are found necessary by the Executive Committee or are requested by more than one-third of the voting members of the Council.

The secretary-general shall convene meetings by notice in writing to all members not less than four weeks prior to the date of the meeting. Such notice shall be accompanied by a provisional agenda, and shall include authority, in approved form, to vote by proxy. One and the same member shall not represent by proxy more than four absentees.

A congress combined with the Annual Meeting of the year shall be arranged whenever and at such date and place as is decided upon by the preceding Annual Meeting.

Article 9

YEAR OF THE CEC

The Annual Meeting shall be held as soon as possible after the end of the CEC financial year. The year begins on the 1st of April and ends on the 31st of March.

Article 10

CO-OPERATION

(*a*) Members of the Council shall inform one another of methodological developments under preparation and send one another their main prospectus.

(*b*) Pedagogical experience, study material, etc., shall be exchanged among members whenever practicable. Study trips and visits by member-school personnel to other member-schools shall be encouraged.

(*c*) The Executive Committee shall represent the members in all negotiations in matters of common interest with UNESCO and other international organizations. Members shall keep the Executive Committee informed of their contacts with such organizations.

Article 11

OFFICIAL LANGUAGE

The official language of the Council to be used in debates and correspondence shall be English.

Article 12

EXPULSION OF MEMBERS

Any member contravening the provisions of this Constitution, or acting in a manner harmful to the Council, may, on the recommendation of the Executive Committee, be expelled from membership by decision of the Annual Meeting. A member who has resigned or has been expelled has no claim upon the Council's funds nor for repayment of any contribution he has made.

Article 13

AMENDMENTS

Amendments to this Constitution must be received by the secretary-general not less than two months prior to the Annual Meeting, and be circulated to all members not less than one month prior to the Annual Meeting. Any such amendment shall be operative only:

after publication in the legal form;

after having been voted upon by the Annual Meeting;

after its adoption by a majority of two-thirds of the members present or represented;

after receipt of the Royal Assent and after publication in the legal form.

Article 14

DISSOLUTION

The Council may be dissolved by decision of the Annual Meeting. The secretary-general shall circulate the exact terms of any proposal to dissolve the Council by registered letter to every member of the Council not less than two months prior to its deliberations.

Any such proposal shall be adopted if passed by a two-thirds majority of the members present and voting. In the event of dissolution of the Council any assets of the Council shall be realized and placed at the disposal of UNESCO.

Article 15

OBSERVERS

Apart from the three classes of members of CEC the only persons allowed to attend the Annual Meetings of CEC shall be:

(*a*) representatives of international organizations with which it has been decided to establish relationship;

(*b*) other persons who have been invited by the Executive Committee.

All these persons have the status of "observer". They shall not speak except by the special authorization of the president, and shall have no voting rights.

Article 16

GENERAL PROVISIONS

According to Belgian law all points that have not been provided for in this Constitution shall be arranged in accordance with the rules of the laws of 25th October 1919 and 6th December 1954.

REPORT OF ANNUAL MEETING IN LONDON MAY 1966

The 1966 Annual Meeting was held in London at St. Ermin's Hotel on 12th May 1966.

The President, Mr. I. J. Sloos, opened the meeting at 09.30 hours by welcoming the delegates and guests. There were present forty-six delegates representing twenty-five European Correspondence Schools from twelve countries. The guests included Dr. C. E. Gurr, Chairman of the Committee considering the Accreditation of British Correspondence Colleges, Group Captain P. H. Wood, Secretary of the Association of British Correspondence Colleges, and Major H. L. Elmsley of the Institute of Army Education.

The President stated that the morning session would be devoted to the discussion of a model code of ethics. Papers were then read by Mr. Robert Sloos on the Business Aspects, and by Mr. Ben Saxe on the Educational Aspects of the Code of Ethics.

The delegates then divided into two groups: a Business Group under the chairmanship of Mr. E. Rørstad, with Mr. B. Mendes as Reporter, and an Educational Group under the chairmanship of Mr. H. R. Light, with Mr. M. K. Newell as Reporter.

Finally the delegates reassembled for a plenary session with the President in the chair when the two Reporters summarised the discussions of their respective groups.

A full report of the speeches, with an account of the group discussions, is given on pages 20 to 40 of this Year Book.

The afternoon session was devoted to the formal business of the Council, which included the approval of a few minor amendments to the Constitution which has since received the Royal Assent under Belgian law and is included in this Year Book on pages 10 to 16.

A sub-committee was appointed to consider the revision of the existing Code of Ethics, taking into consideration the views expressed at the morning meetings.

In the evening a banquet was held at the Dorchester Hotel and was attended by a large number of delegates and their ladies.

On Friday the 13th May, members visited the International Correspondence Schools, London, in the morning, and the Metropolitan College, St. Albans, in the afternoon, after luncheon at Batchwood Hall Hotel, St. Albans, as the guests of Metropolitan College.

On Saturday the 14th May, delegates travelled by train and by car to Oxford to visit Wolsey Hall, Oxford. Whilst the delegates were engrossed with postal tuition, the ladies were taken by coach for a tour of Oxford and a visit to Sir Winston Churchill's grave in Bladon churchyard. Luncheon was taken at Christchurch College, Oxford, as the guests of Wolsey Hall, after which members enjoyed a tour of Oxford colleges before going to Buckridges, the home of Mr. and Mrs. R. Newell, of Wolsey Hall, for tea and cocktails—a happy ending to a memorable conference.

A MODEL CODE OF ETHICS FOR CORRESPONDENCE COLLEGES

At the morning session of the CEC Annual Meeting in London on 12th May 1966, Mr. Ben Saxe, educational director of Danmarks Brevskole, Copenhagen, and Mr. Robert Sloos, vice-president of Leidsche Onderwijsinstellingen, Leiden, spoke on different aspects of a model code. Mr. Saxe first spoke

On the Educational Aspects of a Code of Ethics for Correspondence Colleges

He began by giving a survey of the general situation in the world today, pointing out that there is an ever-increasing demand for knowledge in all countries, which we are hard put to it to meet. On the one hand the growth of man's technological possibilities seemed to promise a glorious future to mankind, what with space travelling, the advances of science and industry, electronic brains, atomic power plants, and the surprising discoveries of medical science; and on the other hand a certain disillusionment seemed to be setting in. People were beginning to doubt whether material prosperity is really worth its price and to feel a certain distrust of the form of civilization we have made for ourselves, seeing that it has quite evidently failed to develop sufficient intelligence and culture.

In this situation correspondence education held a key position, since education—in the truest and deepest sense of the word—had become a tremendously important factor in the modern world, and the leaders of all correspondence schools must share the responsibility with all other educational institutions for the way knowledge is popularized and spread. He stressed the fact that what the world needed more than anything else today was a breathing space—time to pause and think.

The large number of students represented by the member-schools of the CEC justified any amount of energy, interest, and consideration that might be spent on the educational and economic aspects of the profession.

Mr. Saxe went on to ask if there was any real necessity for a code of ethics for correspondence schools. Could we not just leave well alone and let things take their own course?

Before elaborating on this point Mr. Saxe thought that it would not be inappropriate to illustrate what happens after a prospective student applies to a correspondence college for information. His aim was to give as clear a picture as possible of the problems involved, and he explained in detail the two diagrams (reproduced on pages 23 and 25) which he showed by means of an overhead projector.

Diagram I

The stippled squares at the top and to the left of the diagram represent prospective students. The solid block of squares to the right of the diagram represents enrolled students. The lines emanating to and from the Correspondence School and the prospective and enrolled students stress the two-way communication that exists between the Correspondence School and its potential and actual students.

The diagram shows that generally speaking a Correspondence School has three ways of gaining students: (1) by *co-operation* with industrial undertakings, co-operative organizations, the armed forces, etc. The individual students are enrolled through these institutes, often in groups.

(2) The next way of gaining students is by *advertising*. This advertising produces a certain effect on the prospective students, and some of them apply to the school for information. On receipt of these inquiries the school may send out representatives to do some canvassing among the prospective students, which may result in some enrolments. The school may, however, consider it sufficient to give information in the shape of a brochure or booklet, and some of the students will perhaps ask for further particulars. Here the educational advisers come into the picture; they offer the inquirer guidance which may also finally result in enrolments.

(3) The third way of gaining students is through *recommendation*. If a person is interested in correspondence tuition, he may discuss it with one of the school's students, who may recommend the method. The first person may pass this favourable information on to another prospective student, who also enrols. Enrolled students may talk amongst their friends about their successes with correspondence tuition. All this will in turn create an atmosphere of goodwill around the school, which is the best source of progress for any correspondence school or college.

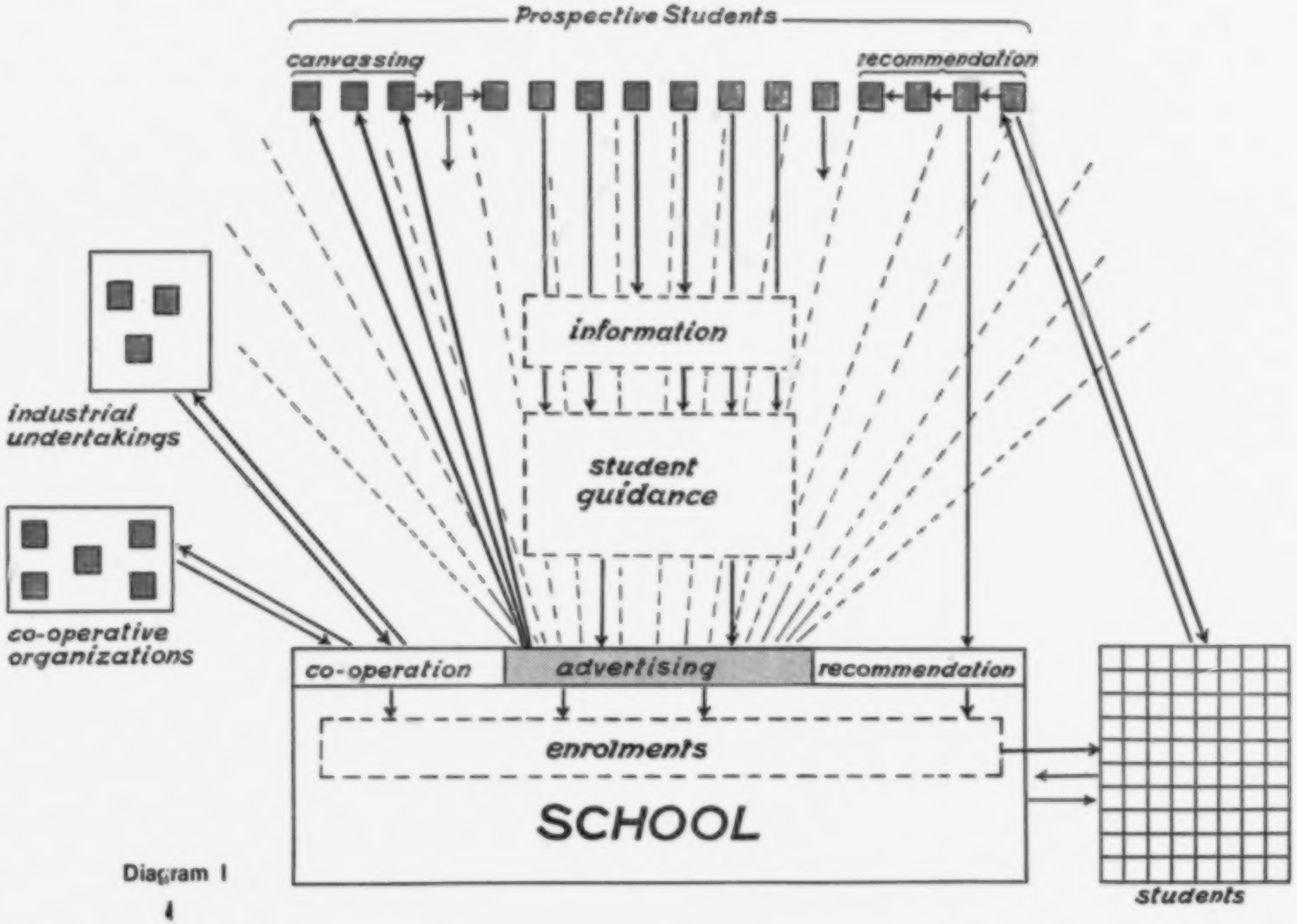

Prospective Students
canvassing
recommendation
information
student guidance
industrial undertakings
co-operative organizations
co-operation
advertising
recommendation
enrolments
SCHOOL
students

Diagram I

Diagram I[1]

This diagram shows the co-operation between the enrolled student(s), the school or college, and the instructor or teacher or tutor (T). The correspondence school is symbolized by the large rectangle in the middle. When the student, (S), has enrolled, the school sends out the instruction material, and an introductory handbook, and the student is ready to start work. In due course he sends in his first assignments, and the diagram shows how these pass through various offices, indicated by the smaller rectangles, before they are sent on to the instructor or tutor (T). He in turn corrects and comments on them, after which they are returned to the school, pass through other offices and are finally returned to the student together with fresh instruction material. There are two important control functions in the school. The office, (CS), symbolizes the students' control centre, the task of which is to keep the students up to the mark. From here encouraging reminders are sent out to non-starters or to drop-outs. The office, (CT), indicates the control centre which examines and controls the tutors' work; both the quality of their corrections and the time they take.

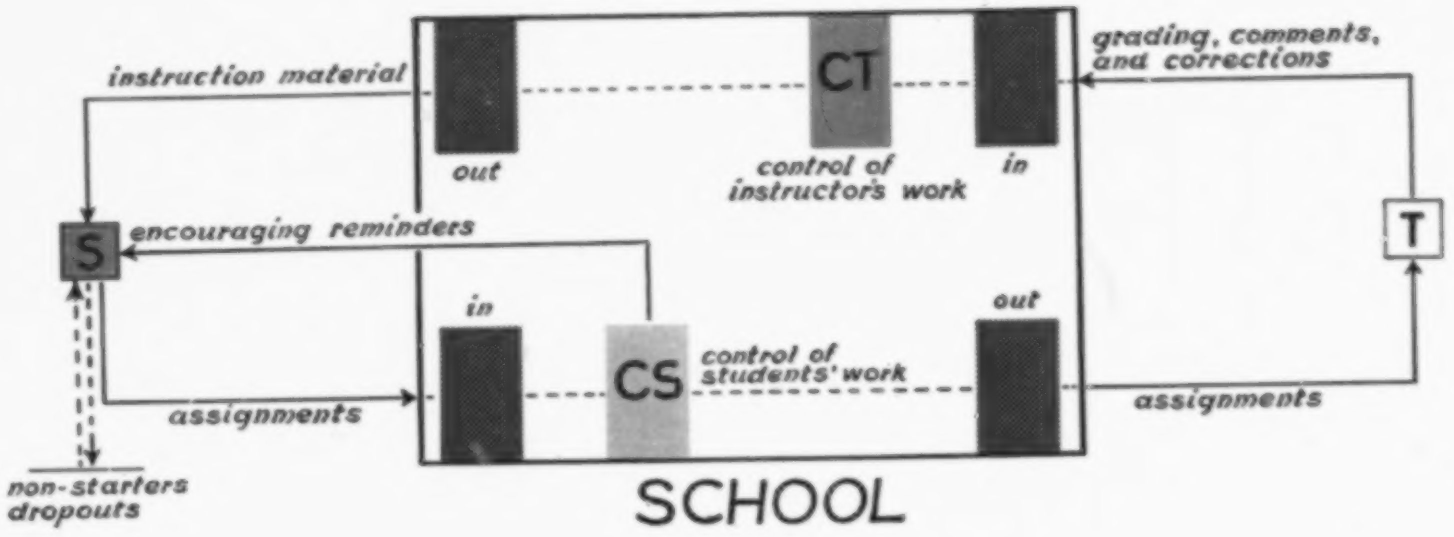

instruction material
grading, comments, and corrections
CT
out
control of instructor's work
in
T
S
encouraging reminders
in
out
CS
control of students' work
assignments
assignments
non-starters
dropouts
SCHOOL

Diagram II

From the information contained in the questionnaires sent in by the member-schools of the CEC, he had got the impression that, by and large, the European correspondence colleges who were members of the CEC seemed to live up to their high ideals, but that we must not forget that we are only a minority so far and that there is always room for improvement. Conditions being as they were, we could by no means do without a code of ethics.

What should be the fundamental aim of such a code ? In Mr. Saxe's opinion it should have three main objects :

1. It should be a guide and buttress for the member-schools themselves.
2. It should serve as an example for other correspondence colleges, both for those already existing and for new schools.
3. It should provide security for the student.

The task before the member-schools was thus :

1. To ascertain whether there were any items in the already existing Code of Ethics that should be cancelled.
2. To find out if any of the wording should be altered or amended to bring it into closer agreement with the actual circumstances and problems connected with correspondence education today.
3. To inquire whether there were any important aspects, practical or theoretical, of the educational and economic fields of correspondence education that were not covered.
4. To attempt to formulate appropriate clauses in strict accordance with the eventual changes or amendments that might be agreed.

Mr. Saxe then compared the CEC Code of Ethics with three other codes of ethics, namely

the rules of
the Association of British Correspondence Colleges

the statutes of
the Council of Federal Correspondence Schools in Denmark

and the official
State Regulations for Danish Correspondence Schools.

There were many points of resemblance, but perhaps the differences were of greater interest.

The last part of Mr. Saxe's talk dealt in detail with the existing CEC Code of Ethics, relating to Instruction. For the record, therefore, the entire code is reproduced below.

CEC CODE OF ETHICS

Proper Instruction

1. The school shall properly inform its students, before they enrol, of:
   - (*a*) the scope and extent of the course;
   - (*b*) any requirements of previous knowledge;
   - (*c*) the prospects of undergoing official or other examinations, obtaining certificates, diplomas, etc.
2. The school shall offer a sound consultation service to students who are doubtful about their previous knowledge or chances of completing a contemplated course successfully. Prospective students who are personally unlikely to benefit from correspondence teaching shall be dissuaded.
3. The school's instruction material shall be educationally suitable and presented in a practical manner.
4. The school's course units ('lessons, letters') shall each include a number of exercises, examination questions, problems, or other tests based on the exposition of the course.
5. No student shall be awarded a certificate of studies unless all the papers have been duly checked by suitably qualified teachers.
6. The school shall supervise its students' progress, and shall stimulate them to complete their studies by such means as circulars, personal letters, oral consultation, supplementary courses, or transfer of courses.
7. The school shall not offer correspondence courses in subjects whose nature renders impossible the proper supervision and evaluation of students' progress.

Sound Business Practice

1. The school shall properly inform students, before they enrol, of:
   - (*a*) the exact amount of fee;
   - (*b*) the exact terms of payment;
   - (*c*) the service included in the fee;
   - (*d*) the possibilities of terminating or transferring a course.
2. The school shall allow students to suspend the study of their courses for a reasonable length of time, and subsequently to continue on the original terms.
3. The school's enrolment agreements shall normally be binding, but students shall be allowed to discontinue their courses in case of illness or unemployment, or for other adequate reasons.
4. The school shall exercise the utmost care not to endanger public goodwill by injudicious legal proceedings for the collection of fees.

Honest Advertising

The school's advertising must be truthful and informative. No unwarranted prospects of success shall be held out to prospective students in advertisements, study handbooks or booklets, by personal consultations, or otherwise.

Mr. Saxe then reviewed the existing CEC Code of Ethics. The subject matter of the various classes could, Mr. Saxe suggested, be considered under the headings of

(*a*) Information and student guidance

(*b*) Instruction and service

(*c*) Termination.

Clause 1

On the subject of information and student guidance, Mr. Saxe noted that all three codes agreed on the need for an extensive and sound consultation service. He suggested two additions, taken from the statutes of the Council of Federal Correspondence Schools in Denmark, i.e., that students should also properly be informed as to the name and qualifications of course writers, and the name and qualifications of tutors, where practicable.

Clause 2

The rules of the Association of British Correspondence Colleges require members to give reliable and helpful advice on all matters that concern the choice of either a career or a course of study. Mr. Saxe suggested that this clause should also be included in the CEC Code, on the ground that student guidance should comprise more than simply helping the student to choose among the courses of the particular correspondence college. On the other hand he proposed the deletion of the last sentence, reading "Prospective students who are personally unlikely to benefit from correspondence teaching shall be dissuaded", arguing that it was too much to expect from an educational adviser that he should be able in all cases to form a correct estimate of a student's prospects of success, and furthermore, that in some courses it would be perfectly impossible to say beforehand whether a student was likely to benefit from it or not. Often apparently unpromising students, as a result of determination and proper guidance, made the best progress.

Clauses 3 and 4

Mr. Saxe noted that the ABCC Code made no direct mention of instruction material, but that in the State Regulations for Danish Correspondence Schools much weight was attached to the fact that the material should be correct in all details, sufficiently comprehensible, and subdivided into sections of reasonable length. In his opinion this wording was better than that of section 3 of the CEC Code, which only says that the school's instruction material "shall be educationally suitable and presented in a practical manner", since there was no telling exactly what these expressions covered.

Clause 5

Mr. Saxe considered that the most important factor of all, the pivot on which everything turned, was the instructor or tutor. The ABCC Code seemed to be well aware of this fact and emphasized it in the following words: "The members pledge themselves to provide an efficient tutorial service, operated by adequate and appropriately qualified tutorial and administrative staff".

And in the statutes of the Council of Federal Correspondence Schools in Denmark the last item runs: "The study director of the school should supervise the teachers and attend to quick mailing service".

Similarly, the State Regulations for Danish Correspondence Schools recognized the importance of the teacher and his work in the requirement that the authorities must be satisfied that the instruction is practised in a pedagogically irreproachable way.

Here there was a marked difference between codes just referred to and the CEC Code. The only reference to the instructor and to the vital part he played in the process of learning was in clause 5, which dealt with the award of certificates and only in passing, as it were, mentioned "suitably qualified teachers", a definition which, Mr. Saxe thought, was not nearly clear and exhaustive enough. He also objected to the word "checked" in the same paragraph in connection with the students' papers. The instructor should do much more than simply check the assignments sent in. He should comment on them, explain the corrections, amplify the text in his own words, and, if the student's answer showed that he had misunderstood a passage, refer to the relevant pages in the course. In short, the student should always feel the invisible presence of his instructor, guiding, encouraging, and urging him on.

He therefore suggested that clause 5 should be rewritten, taking into account the various aspects touched upon in the other codes concerning the tutor and his function. He also stressed the need for constant control of tutors' work, as it was not only a question of how effective they were, but also how quick. The longer the student had to wait for the return of his corrected assignment, the greater was the chance that sooner or later he would lose interest in his course and drop out.

But if he did finish his studies, one thing was certain, whether he took an examination or not, he would want something to show for his efforts, some kind of certificate or diploma. There was only one of the three codes of ethics that had got anything to say in this connection, and that was the ABCC Code. In article 7 it enjoined the members to issue only certificates or diplomas that fairly represent the instruction given. Mr. Saxe thought it would be a good idea if this addition could somehow be worked into clause 5 of the CEC Code.

Clause 6

Dealing with the control of the students' work, Mr. Saxe gave as his opinion that there was nothing new to be learnt from the other codes in this respect. He did, however, propose a short addition to the text of clause 6 of the CEC Code: that the words "congratulatory letters" should be inserted after the words "personal letters", saying that we were sometimes a little too negative in our attitude to our students and apt to forget that praise was a much stronger incentive than blame.

In conclusion Mr. Saxe asked what the keystone of modern correspondence education was. As far as he could see, it boiled down to three principles which were amalgamated into one by the ideal instructor who really lived up to them in his teaching: humour, broad-mindedness, and efficiency. The order in which they were mentioned was not accidental, although this did not mean that he wanted to give any one of them precedence over the others; they were all equally important. Without humour and broad-mindedness efficiency became a cold and hard thing, a tool with which people were hurt instead of helped. After more than thirty years of correspondence teaching he felt that the chances of successful education in the modern world—with pop-idols that crop up overnight, long-haired jazz fans and folk singers, young people of all kinds and classes who demonstrate against racial and social prejudices, against war, against every kind of orthodoxy—were small if we forgot that teaching should above all be enjoyable, evocative, and vivifying—if we forgot to smile—for humour was the universal remedy against that sneaking sickness of our civilisation called disillusionment.

Mr. Robert Sloos then spoke

On the Business Aspects of a Code of Ethics for Correspondence Colleges

Mr. Sloos dealt with his subject under two headings:

(i) publicity and sales promotion, and

(ii) financial considerations.

Publicity and Sales Promotion

It was in this aspect of the work of correspondence colleges that, in Mr. Sloos's opinion, most mistakes were made, to the detriment of their public image, since they were often judged solely on the basis of their publicity material. Publicity was, however, as necessary to a correspondence college as to any other supplier with a product to sell. But the nature of the product conditioned the nature of the publicity. Education by correspondence was an abstract product. The buyer could not touch it or look at it, nor could he accurately assess, in advance, its value to him. Although he might consult friends who had taken a course, their experience of its value might well not be the same as his, since so much depended on individual ability. It was not like choosing a place to spend a holiday on the basis of other people's descriptions—it was too much a personal and private matter for a choice to be made in that way.

This meant that an unusual responsibility rested on the supplier to describe his product accurately. Publicity, being a form of communication between the producer and buyer, must conform to certain standards:

1. It must be truthful, not only because all forms of communication should be honest and dependable, but also because untruthful advertising will rebound on the producer in the long run.
2. It must gratify some genuine desire on the part of the consumer.
3. It must be fully descriptive, giving, for example, details of the examinations for which students are prepared, the qualifications of instructors, the functions of the institutions concerned.

In most countries instruction both at schools and universities is largely free. For many decades a large part of school education has been removed from the commercial sphere. It is important therefore that education by correspondence, which is not free, should not compare unfavourably with other forms of education, and excessive publicity campaigns which impair the image of education by correspondence should be avoided.

Mr. Sloos went on to say that he was strongly opposed to certain publicity methods sometimes used. For example, the giving of presents or other methods to induce a person to enrol for a course—often when this was quite unsuited to his needs. Advertisements should not be so alluring as to mislead.

Similarly, he was against any reduction being made in the cost of a course, for whatever reason. If profits were as marginal as they should be they could not bear the cost of being further reduced in this way.

Any form of lottery was entirely out of place and could only reflect discredit on the serious business of education—education, in many cases, for a future career.

Mr. Sloos also referred to the spiritual damage which might be caused a student when he failed to master a subject, or to pass an examination, after enrolling for a course he should never have taken. Such failure was likely to put him off studying for good. It is a mistake to pretend that a correspondence course is the easiest way to achieve success, overlooking the determination and hard work required from the student, and Mr. Sloos objected to such slogans as "the easy highway to success". He referred to the clause in the CEC Code of Ethics under the heading Honest Advertising: "The school's advertising must be truthful and informative. No unwarranted prospects of success shall be held out to prospective students in advertisements, study handbooks or booklets, by personal consultations, or otherwise".

Mr. Sloos continued: "It will be difficult, in my opinion, to insert in a new code of ethics all the points which are not desirable in the field of advertising. It will always be possible for a malevolent college to get round the rules, however carefully phrased they may be. But if all colleges keep in mind all the time that the advertising of a correspondence course should be in accordance with the dignity of education in general, and if they eschew exaggerated advertisements loudly promising all sorts of things, then education by correspondence will command more and more respect".

Mr. Sloos considered that it was better not to use salesmen at all, but that, if they were used, their activities should be controlled.

Thus it should not be possible for a salesman to finalize a contract during a visit. Alternatively, it should be possible for the contract to be dissolved at any time within the period of four days after it was made. This would help to counteract the activities of over-persuasive salesmen.

Financial Considerations

A college's relations with its students should be businesslike. Thus, whereas a student should not be released from his obligations groundlessly, he should not be kept too severely to the exact terms of his contract. One reason why correspondence courses sometimes got a bad name was because it was often only after registration that a student discovered exactly what his financial commitment was. Mr. Sloos thought that, on inquiry, a student should receive "an elaborate study documentation", which should set out full details of courses, probable duration of time of study, total costs, whether textbooks were included, and similar details. Only after he had studied this documentation, which should be in language understandable to him, should he be enrolled.

In this connection Mr. Sloos recommended two additions to the first clause of the CEC Code of Ethics under the heading Sound Business Practice.

1. The school shall properly inform students, before they enrol, of:

    (*e*) the standard of preliminary training needed before commencement to ensure a fair chance of success, acceptance for a course of study being conditional on the student's understanding that without such preliminary training he may be unable to pass the examination on which the course is based;

    (*f*) the exact level which can be reached after completing the course of study.

Mr. Sloos also recommended an extension of the third clause under Sound Business Practice to make it clear that in certain cases a student who had already fully paid his tuition fees would be able to receive back part of the fee if it was agreed the contract should be terminated.

Mr. Sloos considered the so-called "no pass, no fee" guarantee to be very misleading; nor did he think it businesslike that a college should undertake to refund a fee to a student whose failure was in no way the responsibility of the college. Further, such guarantees often led to grave misunderstandings on the part of students.

Education by correspondence should be more flexible than education by other methods, and it should be made easy for students to switch courses if they so desired.

In conclusion, Mr. Sloos suggested that it might be advisable to set up a special committee to consider these matters further.

EDUCATIONAL ETHICS GROUP

After listening to the speeches of Mr. Ben Saxe and Mr. Robert Sloos, the members divided into two groups to discuss the Code of Ethics under the headings of Education and Business.

In opening the discussion, the Chairman, Mr. Robert Light, suggested that the clauses of the draft code of ethics might be examined one by one, so that practical suggestions for amendment or alteration could be formulated.

The general opinion was that the code should be left in fairly general terms and that it would be unwise to endeavour to make it more specific.

Clause 1 had been left as it stands, but two sub-paragraphs had been added. These were based on the recommendations of Mr. Saxe that students should be informed of the name and qualifications of the author of a course where practicable and similarly the names and qualifications of the teachers and tutors where practicable. The words "where practicable" had been added because there might be qualifications which tutors could not necessarily give for professional reasons.

Clause 2, again following Mr. Saxe's recommendation, should now read something like this: "The school shall give reliable and helpful advice on all matters concerned with the choice of either a career or course of study and shall offer a sound consultation service to students who are doubtful about their previous knowledge or chances of completing a contemplated course successfully". The last sentence of the existing code should be deleted. It was felt that it was a good thing to endeavour to give advice on careers, and the point was made that in England this happens already to a certain extent in that most of the colleges regard it as almost a point of honour, if they cannot help with a particular course, to advise the student where he can obtain tuition.

It was decided to leave **Clause 3** as it stood. It was felt that to try to make it more specific would be detrimental.

Clause 4 was also left standing.

Clause 5. It had been decided to take in the revised ABCC clause on this subject, which reads as follows: "To issue only certificates or diplomas that fairly represent the instruction given, and not to make any statement or to imply that any such certificates or diplomas are equivalent to a degree or to a certificate awarded by a recognised examining body".

Clause 6. This again was felt to be rather too specific and it was thought that the second half should be deleted. It would then read, "The school shall supervise its students' progress and shall stimulate them to complete their studies".

Clause 7 was discussed at some length, but again it was felt that, since this matter must be left to the individual colleges concerned, and since Clause 1 already provides that the scope and extent of a course must be given, and examinations, if any, described, Clause 7 should be deleted completely, leaving six clauses only.

The discussion group also recommended to the Executive Committee that the committee should consider the possibility of setting up a sub-committee to consider the exact wording of the revised code. Incorporating the suggestions of the Group, the Code, as far as it concerns educational matters, would now read as follows:

CODE OF ETHICS

Education

1. The school shall properly inform its students, before they enrol for any course, of:
   - (*a*) the scope and extent of the course;
   - (*b*) any requirements of previous knowledge;
   - (*c*) the prospects of taking official or other examinations, and obtaining certificates or diplomas;
   - (*d*) the name and qualifications of course writers, where practicable;
   - (*e*) the name and qualifications of tutors, where practicable.

2. The school shall give reliable and helpful advice on all matters concerned with the choice of either a career or a course of study, and shall offer a sound consultation service to students who are doubtful about their previous knowledge or chances of completing a contemplated course successfully.

3. The school's instruction material shall be educationally suitable and presented in a practical manner.
4. The school's course units (lessons, letters) shall each include a number of exercises, examination questions, problems, or other tests based on the exposition of the course.
5. The school shall issue only certificates or diplomas that fairly represent the instruction given, and shall not make any statement or imply that any such certificates or diplomas are equivalent to a degree or to a certificate awarded by a recognized examining body.
6. The school shall supervise its students' progress and shall stimulate them to complete their studies.

BUSINESS ETHICS GROUP

In opening the discussion, the Chairman, Mr. Einar Rørstad, stressed that the objective was not so much to attempt to solve the various problems involved as to put forward suggestions for the consideration of a sub-committee to be set up. Members of the CEC had been asked to submit copies of advertisements to the secretariat in Brussels, but unfortunately very few had done so. Similarly, the chairman had invited members to let him know in advance about any particular points they wished to raise and on what points they wished to speak. He had received three letters, and three members had indicated their wish to speak.

From Vienna had come two proposals:

1. That a student should be free to discontinue a course at any time, without further financial obligations, provided that he had paid for the study material he had received.
2. That advertising principles covering the presentation of possibilities to prospective students should be agreed. Such an agreement would be useful in the event of discussions, e.g., with governments, covering a ban on undesirable types of publicity.

From Wolsey Hall in England had come a draft code of ethics and the proposal that members of the CEC should undertake not to offer or cause to be offered monetary or other inducements to students or other persons for recommending or obtaining enrolments.

The Rapid Results College (England) were interested in the question: should national associations of correspondence colleges have appeal boards for students?

International Correspondence Schools (England) had submitted the following list of matters which should be prohibited in any Code of Ethics:

1. a promise of employment on completion of course;
2. the award of fictitious degrees;
3. no pass, no fee, and other similar misleading guarantees;
4. exaggerated or untrue success claims;
5. undue stressing of easy success;
6. offering monetary or other rewards to the general public for recommending students, and operating any form of lottery to obtain enrolments;
7. false claims to be recognised only for any particular examination or purpose;
8. failure to disclose before enrolment exactly what the quoted fees include;
9. failure to provide details of course material and programme at start of each course;
10. refusing transfer of course or refund of fees when the course selected proves clearly unsuitable;
11. refusing reasonable adjustment of courses or fees in cases of genuine hard[illegible] change of career, etc.
12. taking legal action to enforce payment in such cases.

The chairman also mentioned that the President of CEC had sent to all delegates a copy of his own draft code.

In the discussion which followed, various aspects of the subject were considered; some at length, others more briefly. The main topics, with a résumé of the discussion, are set out below.

Advertising

Widely different opinions were held about advertising. Some considered it to be "a necessary evil" and on that account closely to be watched so that sales methods were not used which would be unsuitable in ordinary education. A correspondence college should command respect in the educational world. Advertising should therefore be entirely factual, no exaggerated claims should be made, no undue stressing of easy success; the tendency should be towards under-statement rather than the reverse. In any case, it was thought that other methods only defeated themselves in the long run, brought discredit on the college concerned, and did not justify themselves financially. There was also the fact that the image of a correspondence college in the public mind was built up largely from its advertisements, although some research done in Germany tended to disprove this contention and to show that public opinion was formed on the basis of students' successes or failures.

Other members, while agreeing that advertisements must be both truthful and informative, contended that some of the criticisms made of methods used were based on a misunderstanding of how in practice these methods operated. (See, for example, under "Monetary Awards" below.)

Various suggestions were made regarding the establishment of standards in advertising:

> that these should be set by a Board of Control, as in some other professions;
>
> that the standards laid down by the National Home Study Council of the U.S.A. should be considered for adoption;
>
> that those of the International Chamber of Commerce would be suitable.

In this connection the degree and method of control were discussed. While some were in favour of very strict control, preferably exercised by the State (as in Norway), others thought that this was unnecessary and that control could best be exercised by a body representative of correspondence colleges themselves.

A proposal was made that colleges in the same country should join together to do some research into the "market" for correspondence courses with a view to making the biggest impact for "home study education" and minimising the cost of advertising, the high cost of which was referred to by several speakers.

Canvassing

After considerable discussion, and the description by several members of the various methods in use, it was agreed that canvassing meant visiting those who had sent a postal inquiry; it did not mean knocking on doors and asking people if they were interested in correspondence tuition. It was noted that the practice was forbidden in Belgium and that it was likely that it would be subject to strict governmental control in Holland. In Denmark the remuneration of salesmen on a commission basis was not permitted. It was generally agreed that the practice was capable of abuse and would tend to affect adversely the public image of a correspondence college. Furthermore, the costs involved would tend to put up prices and make it likely that salesmen would over-sell.

Nevertheless, some members thought that use could properly be made of the system provided that proper safeguards were observed. Thus where "enrolment counsellors" were employed their function was to interview personally those wishing to enrol. In this way a better idea was obtained of a student's standard of education, standard of living, ability to pay and, generally, his suitability for the course in view. The result was that there were fewer misfits, and fewer bad debts.

Another method was to employ "student advisers". Since the cost of these, employed full-time, would be prohibitive, schoolteachers, who had a natural interest in these matters and who were looking for some part-time evening work, were used. This "outside student advice service" had been found effective in practice.

Monetary Awards

Opinion on this subject was sharply divided. While the majority of members felt strongly that the payment of monetary awards either to "canvassers" (by whatever name they were called) or to students was so open to abuse that the method should not be used, a minority thought that, again with safeguards, abuses could be avoided and that the system was not, in practice, as objectionable as it might seem. One member using it pointed out that no mention was made of it in advertisements, that students were not asked to recommend the college but to send in the names and addresses of fellow-students thought to be interested in taking an examination, that the method was merely a "direct mail" kind of advertising, and, finally, that the payment made was comparable to the reduction in fees offered by other colleges. Most members, however, remained unconvinced by these arguments and held to the view expressed above.

Lotteries

In discussing methods of securing enrolments the use of lotteries was briefly examined. The group was given to understand that a sharp distinction should be made between a lottery and a prize contest: whereas in a lottery one had to buy a ticket in order to participate, with a prize contest anyone could participate.

Reduction in Fees

Whereas one school of thought held that the cost of a course should be fixed, and indeed that if it had been properly costed no reduction would be financially feasible, another saw no reason why fees should not be reduced. It was pointed out that reduced fees for bulk enrolments made by a business firm or where a student enrolled for an additional course or courses, were quite generally accepted.

Cancellation of a Course

The view that a student should be able to cancel a course at any time provided that he had paid for the study material he had received did not go unchallenged. It was pointed out that, of the expense incurred in providing a course, the greater amount was incurred before it was issued; also that the method of issue varied greatly, some colleges sending lesson notes out singly, or a few at a time, some sending out the complete course on enrolment. It would thus be impracticable to assess a refund of fees on a proportionate basis.

Use of Students' Testimonials

Here again there was a division of opinion. Some thought the use of testimonials in advertising objectionable. Others considered that there could be no objection to their use, provided that they did not exaggerate but in fact showed typical successes. They were rather like the old school tie—something to be proud of.

Conclusion

In bringing the discussion to a close the Chairman drew attention to the strict control over correspondence colleges which was exercised by the State in Norway, through the Ministry of Education, and gave details of how this control operated. He went on to inquire whether the members of the group would like to make a recommendation that a sub-committee should be set up to study these matters further or whether it should be left to the plenary session to make such a proposal. It was agreed that the latter suggestion was preferable.

CORRESPONDENCE EDUCATION IN EUROPE TODAY

A REPORT BASED ON REPLIES TO AN INQUIRY AT 28 EUROPEAN CORRESPONDENCE COLLEGES

In the Constitution of the European Council for Education by Correspondence, Article 2, clause (*d*) runs as follows: (The objects of the Council shall be): to promote research into the methods of education by correspondence by co-ordinating the efforts of the various members in this respect and by organizing research programmes.

In consequence at the second Annual Meeting of the CEC in Hamburg in March 1963, a committee was set up to prepare a questionnaire as the first step in a research programme.

At a meeting in Brussels in the spring of 1964 a draft questionnaire was submitted to the representatives of all the member-schools. This preliminary draft brought forth a great number of questions dealing with the various problems of correspondence education and this proved an excellent foundation for a workable questionnaire. On 25th July 1964, the first decisive meeting of the Educational Committee was held in Copenhagen, the members being Mr. Ben Saxe from Denmark (Chairman), Mr. Kurt Graff from Germany, and Dr. Emil Oestlyngen from Norway.

At this meeting Dr. Oestlyngen introduced another draft questionnaire which he had prepared, and which was compared with the first draft. The outcome of the meeting was that Mr. Kurt Graff agreed to work out a third preliminary draft questionnaire, based on the two already existing and on the fresh angles that had been introduced in the discussion.

This third and final draft questionnaire was finished and sent to the various members of the Executive Committee for approval after the Congress and Annual Meeting in Malmö in October 1964. The following year, in the autumn of 1965, the Questionnaire in its final form, containing 53 main questions, was sent out to all the member-schools, which were asked to complete it by answering the questions at their discretion and to the best of their ability. Every care had been taken on the part of the Educational Committee to confine the questions to the purpose of finding out facts. (The Questionnaire is reproduced on pages 64 to 77 of this Year Book.)

At the Annual Meeting in Paris on 25th October 1965, it was decided to elect another three members to the Educational Committee, viz.: Mr. J. Marti from Spain, Mr. M. K. Newell from England, and Mr. J. Rey from France. It was understood that the object of this enlarged Educational Committee, now consisting of six people, was to decide upon the use to be made of the information derived from the Questionnaire. During the spring of 1966 the copies of completed Questionnaires were returned from the various member-schools to the Educational Committee, and by 31st August 1966 only two schools had still not answered in spite of repeated applications. As the results of the inquiries of the Educational Committee were to appear as a report in the 1966 Yearbook, time did not permit them to wait for the remaining two, and so the following report covers only 28 of the 30 schools to which the Questionnaire was sent. Geographically they are made up as follows: one from Austria, one from Belgium, two from Denmark, six from England, one from Finland, two from France, three from Germany, one from Italy, five from the Netherlands, two from Norway, one from Spain, two from Sweden, and one from Switzerland.

It is our hope that we have succeeded in presenting the material from our investigation of the Questionnaire in such a way as to inspire the new members of the Educational Committee who take up the work after us to go on with the next step in the research programme: analysing the conditions, the causes, and the educational facts that have come to light through our inquiries.

In conclusion we want to thank all the member-schools who have so willingly placed their knowledge, experience, and data at our disposal. It is the wish of the present Educational Committee that the work done so far along these lines will bring about an ever-increasing interest in, and understanding of, Education by Correspondence.

Ben Saxe

Ben Saxe

Kurt Graff

Emil Østlyngen

Emil Oestlyngen

Copenhagen, 1st October 1966

INTRODUCTION

The following facts of this report are arranged in the same order and under the same five headings as the Questionnaire which is reproduced at the end of this report on pages 64 to 77.

It is not our intention to give an exhaustive account of all the facts and items of information that a detailed investigation of the content of the Questionnaires reveals.

Our aim is simply to give a general idea of the ways and means of modern correspondence tuition, not only by letting the figures speak for themselves, but also by trying to bring into focus the remarkable work done by so many correspondence colleges all over Europe today, the results they achieve, the traditions they cherish, and the goals they strive to reach.

I. PLANNING AND ELABORATION OF COURSES

The majority of people who know nothing about the rapid progress made by correspondence education in the last fifty years would be amazed to see the astounding number of different courses included in the programmes of the twenty-eight European correspondence schools covered by this report.

1. When asked what types of courses their programmes included eighteen schools (i.e., 64%) stated that their curriculum included *school subjects for children*, whereas 50% of the schools had *preparatory university courses*, and 75% offered *general adult education* (not school curriculum). With the exception of one, all schools offered *vocational education for adults*, ranging from commercial subjects to mechanical engineering, technical design, interior decoration, agriculture, and seamanship (just to mention a few at random). More than two-thirds of the correspondence colleges included *leisure and hobby courses* such as drawing, music, writing, photography, etc., in their programmes.

2. The next question which naturally presents itself is: What types of correspondence course predominate? To get a broad idea of this we asked the schools to state approximately what percentage of their courses fell into each of the following four main categories: (a) *General education* (b) *Vocational education* (c) *Professional examinations* (d) *Leisure courses*.

Not all schools were able to give information on this point, but from the figures we got it appeared that on an average 26.6% of the courses belonged under (a): General education, 38.3% under (b) Vocational education, 21.7% under (c) Professional examinations, and 15.4% under (d) Leisure courses. There were only two schools who catered exclusively for one particular type of course: an Austrian school which specializes in general education (school subjects for children) and a Swiss school which devotes itself to vocational education (technical courses).

3. Another question of perhaps even greater interest is: How many correspondence colleges in Europe co-operate with educational authorities, government authorities and other bodies when planning their courses?

Only eight schools seem to have no kind of co-operation at all; of the rest four are under direct state control (two schools in Norway and two in Denmark), and the remaining sixteen schools all have some kind of co-operation with either government authorities, official institutions or professional bodies.

4. This co-operation also plays a certain part in the actual preparation of the courses, particularly in cases where they must conform to examination syllabuses, but apart from this it is the schools' own responsibility and recurring problem to find suitable course writers, a problem the complexity of which is probably only fully understood by the schools themselves. So it may well be asked: How do the various schools set about it? And in choosing the course writers what standards do they adopt?

Only five schools go in for *advertising* as one way of getting hold of the right people, but the general opinion seems to be that to guarantee the necessary standing the schools should only choose course writers whom they know through *personal acquaintance* or on the basis of their *reputation* or *recommendation* by the authorities or industrial organizations, etc. A few schools use *tests of competence* and *trial periods* before they decide on an author, and very often the course writers are chosen from among the staff of tutors.

5. When once the right person has been found, the next question that arises is whether it can be left to the author to work out the course on his own, or whether he must have some assistance in the form of written or oral guidance.

It turns out that the great majority of correspondence colleges prefer the second alternative, seeing that twenty-two schools explain that they use written manuals for course writers and/or oral consultation at the outset with or without regular conferences as the course draws to an end, whereas four schools find it sufficient to use written manuals alone and regular conferences, and only two schools don't think it necessary to use any of these expedients. It should also be mentioned that four schools also recommend the study of similar courses as an additional help for the course writer.

6. We have touched upon the fact that correspondence schools are very careful in the choice of their course writers, and this is perhaps even more evident when it is a question of judging the quality of the finished product. This appears from the fact that no less than twenty-one schools find it worth while for this purpose not only to make use of their *permanent staff members*, but also to avail themselves of special *advisory bodies* and even to call in the help of *experts in the relevant field* if necessary. Of the remaining seven schools five thought it sufficient to use their permanent staff, while two relied on an advisory body and on the above-mentioned experts as the sole means of controlling the quality of an author's work.

7. When planning a course one of the first problems which the school and the author have to consider between them is what kind of course it is going to be. There are three main possibilities here: (a) *an independent course consisting of units, with or without supplementary instruction material*, (b) *a course based on a textbook*, and (c) *a course based on audio-visual aids*. It is interesting to note that the answers show that the ratio of **a** to **b** is 60% to 40%. But the preference given to independent courses is perhaps even better shown by the fact that while sixteen have both **a** and **b**, there are ten schools which have only **a**, but two schools that have only **b**. Even more interesting is the fact that twelve schools in addition to **a** and **b** have courses based on audio-visual aids: filmstrips, tapes, and records.

8. Many correspondence schools are, as it appears from the information given above, technically minded and open to the new possibilities which, for instance, co-operation between radio, television, and correspondence tuition offers, but few schools have ventured so far as to use teaching machines with programmed instruction. Our investigation shows that three schools have teaching machines, and five other schools state that they use programmed learning techniques in their courses, but without any mechanical devices.

9. When talking of planning and preparation of courses there is one thing which should not be overlooked, however unimportant it may seem compared to the things that have been discussed above, namely the presentation of the courses, which should naturally be as attractive as possible, even if practical and economic considerations have to be taken into account as well. The size of paper varies: the international size A4 is used by more than half of the schools, and A5 by approximately one-third, while a couple of British schools use sizes common in Britain (*quarto*: 8 x 10 inches and *foolscap*: 8 x 13 inches), a French school uses 21 x 27 cm, and a Swedish school uses 160 x 233 mm.

As for the average number of pages of each unit, the difference of opinion is still greater. To get a fairly comprehensive view of the matter, we may divide the schools into three groups: (1) one comprising six schools, each of which states an average number of pages for one unit ranging from two to twelve pages; (2) a second one also comprising six schools, the statements of which range between twelve and thirty-two pages, and (3) a third group comprising seven schools, each of which gives average figures ranging from 32 to 200 pages! Nine schools gave no information on this point which clearly involves a number of other factors to enable a true comparison to be made.

10. The size of the units or the average number of their pages is only one side of the presentation of a course, and not the most important one at that. Of far more importance is the layout of the units. Among the things which do much to make a course easier to read, easier to understand, and altogether more attractive, are the following details: (a) *illustrations*; (b) *colours*; (c) *marginals*; (d) *table of contents*; (e) *index.*

The answers to the Questionnaires show that: (a) *illustrations* are used by practically all schools; (b) *colours* are used by well over half of the schools; (c) *marginals* by a little more than a third; (d) *tables of contents* by almost 90%, and (e) *index* by half of the schools.

11. A technical question asked whether the course is produced by *letterpress printing*, by *offset* or by *stencilling*. About half of the schools use all three methods, only two schools make exclusive use of stencilling, and so far only three schools go in for offset alone. But it is a noticeable feature that more and more schools seem to be going over from letterpress printing to offset.

12. No mention of the planning and preparation of correspondence courses would be complete without at least touching upon the subject of making the students actively participate. This is usually done in correspondence courses by putting in various kinds of tests, partly *self-check tests* (solutions not to be sent in), and partly *examination tests* to be sent in and corrected by the tutors.

When questioned as to *what kind of self-check tests* they provided, twenty-six schools answered *exercises,* twelve schools used *tasks* as well (e.g. in design), and nineteen also used *questions to encourage thought* as a special kind of self-check test.

13. In this connection it was interesting to know (a) whether the schools gave answers or model answers to these self-check tests, and, if so, (b) if these answers were given within the same unit, within the next unit, or by other means.

We had twenty-six answers to (a): nine schools said *always*, seven answered *mostly*, six *sometimes*, two *seldom* and two *never*.

As to (b) it turned out that twice as many schools preferred to give the answers to the self-check tests *within the same unit* as those which thought it best to give them *within the next unit*, and two schools chose to give the answers *on separate sheets*.

14. With regard to the other kind of tests, *the examination tests*, the Educational Committee thought it would be of particular interest to try to ascertain whether all schools provided each unit with such tests, and—in case of an affirmative answer—to find out *how*: (a) *at intervals in each unit*, (b) *at the end of each unit*, (c) *on separate sheets*.

The answers we got showed complete agreement on the need to provide an examination test with each unit, but there was a marked divergence of opinion on how this should be provided: one school used all three methods, three schools used (a) *and* (b), and four other schools used (b) *and* (c); among the schools which used only one of the three methods, thirteen schools preferred (b), while three schools went in for (a), and three for (c). However the figures leave no doubt as to which method is the one preferred by the vast majority of the schools.

15. Another question of interest in this connection asked *if any preference is given to certain types of tests*, whether self-check tests or examination tests. There were eight schools that either simply answered *no* or did not answer the question at all. Of the remaining twenty there were nine schools which used only *essay tests*, preferably as examination tests, whereas seven schools, besides essay tests, also used another type, the so-called *objective tests*, e.g. completion tests, multiple choice tests, and matching tests, and only three schools used objective tests alone, while one school replied that they had a special set of tests consisting of past-examination questions or questions of similar types. It may be added that the objective tests are chiefly used in self-check tests.

16. The object of all these tests is of course not only to keep the students up to the mark, but at the same time *to control their level of achievement* during the course. And the question naturally arose as to whether there were any other means by which this could be done, apart from final examinations, which are dealt with later under *section IV*? While eighteen schools answered our question about this in the negative, ten schools gave various answers which interested us to such an extent that we decided to condense and summarize them as follows:

(I) It could be done by keeping files to which the teachers and the staff could refer from time to time.

(2) By a special kind of grading.

(3) By intermediate examinations or tests under supervision of third parties.

(4) By having students come to the school two weeks each year.

(5) By sending revision lessons to stimulate the students during the course.

(6) By written and oral tests in the office of the school or in the tutor's home.

17. The purpose of the last question in *section I* was to find out if there were any schools which had developed any special or unusual instruction material which seemed outstandingly successful. We had only six answers:

(1) From a Danish school which had had particularly good results with *kits and instructions for radio courses*; (2) From a German school which had been particularly successful with *a special course in book-keeping* with vouchers; (3) From a Dutch school which used *overlays over their students' art work* and had found this method extremely useful; (4) From a Norwegian school that was enthusiastic about the popularity of some of their *courses which encouraged the students to study organizational and social problems*; (5) From a Swedish school which had developed *a specific method of individualized instruction*, the courses containing diagnostic tests and special instruction sheets based on the tests so that students used only the extra instruction sheets necessary to eliminate their weaknesses in the diagnostic tests. The school had six of this kind of course: *Mathematics, Swedish, Religious Knowledge, Chemistry, English* and *German*; (6) From another Swedish school that had had very favourable experiences with a course in a class by itself, called: *From Fibre to Texture*, containing not only units with a clear and gradual presentation of the subject, but also samples of no less than twenty-five different fabrics illustrating the various kinds of textiles as well as material for the students themselves to analyse.

II. GAINING AND ADVISING STUDENTS

Anyone's guess is as good as another's as to how many people actually do take lessons by correspondence in Europe, to say nothing of the United States, Russia, Japan, and the rest of the world. Add to this that from all responsible quarters it is maintained that correspondence education is only in its infancy, and it is impossible even to make a guess at the enormous possibilities this method of teaching will have in the world of tomorrow. Without going into the question of *why* and *how* correspondence tuition has become such an important instrument of learning, we thought it might contribute to a better understanding of the particular problems and educational procedure if, in this section and the next one, we tried to probe a little into the ways and means by which correspondence students are obtained and guided by the member-schools of the CEC.

18. As far as we could see, the first question of interest would be: How do the various schools obtain enrolments? We found that there were four principal ways of doing this: (a) *advertising*; (b) *other forms of publicity*; (c) *field representatives*; (d) *recommendation.*

Almost all schools stated (a) and (d) as the general means of obtaining enrolments, but ten schools also mentioned other forms of publicity, e.g. direct mail, six schools found field representatives indispensable, and not a few schools mentioned quite another factor besides those already quoted: *co-operation with state departments, industrial organizations, the Armed Forces, etc.* When the schools were asked to give the approximate percentage of students enrolled through the various means, there was such a diversity of figures that it was impossible to get an overall picture of the situation. One or two facts stand out among the rest, however; thus only five schools state that they get from 80—95% of their students through advertising, all the others are much more moderate in their estimate of this means; one school mentions recommendation as the one and only way it obtains enrolments, while seven other schools estimate that from 40—60% of the body of their students are acquired by this means. As for the schools which use field representatives only about 10—15% of the students are recruited in this way.

19. Next we wanted to know whether the schools imposed any pre-enrolment requirements upon the prospective students, and twenty-three schools answered *yes*, while five answered *no*. On being asked what kind of requirements, fifteen schools answered: *proof of a certain level of achievement by means of certificates or diplomas* either alone or mostly in connection with two or three other requirements, viz., *filled-in questionnaires, solution to pre-enrolment test papers,* or *aptitude tests.* In a few cases certificates or diplomas were left out of account, and only test papers or questionnaires were required, or students were simply asked to state their educational standard on the enrolment form.

20. As a side issue we asked what type of pre-enrolment tests were used, *intelligence tests* or *achievement tests.* It came to light that one school, a French one, instead of pre-enrolment tests used pre-enrolment examinations, but otherwise it appeared that three schools used intelligence tests, while seven schools preferred achievement tests, and two schools used both. In other words: the ratio of intelligence tests to achievement tests is 36% to 64%.

21. While we are on the subject of how to treat prospective students, the question of the use of *educational advisers* naturally crops up. How many schools make use of them? Twenty-six schools do, and two don't. *And how is the advising mainly performed?* Written or oral? In the homes of the prospective students or in the offices of the schools? The answers show that half of the schools prefer a combination of written and oral advice, while only four schools think that oral consultation alone is sufficient, and seven consider written advice the best and only way of guiding the students. One school differs from the rest, however, by using career advisers, which is not quite the same thing as educational advisers, seeing that the latter may be defined as persons who have no financial interest whatever in the possible enrolments, whereas the former's salaries are met by the students' fees. In the majority of the cases of oral consultation the advising is performed in the offices of the schools and only exceptionally in the students' or the teachers' homes.

III. **INSTRUCTION AND SERVICE**

22. When once a student has enrolled, there are many things to be taken into consideration on the part of the correspondence school if it wants to meet the demands made on it. One of these things is the provision of *an introductory handbook* which gives hints on home study techniques, etc.

In reply to our inquiry on this point it actually turned out that there were twenty-seven institutes which sent out such a handbook, and only one school which did not. Then we asked what kind of study guides were most commonly used: (a) *general for all types of courses*; (b) *special for groups of courses*; (c) *special for each single course*.

What the answers showed was that (a) was used by seventeen schools, either alone, together with (b) or (c), or with special guides for official examinations; (b) was used alone by only four schools, and so was (c), while two schools found a combination of (b) and (c) the ideal solution.

23. Another thing of great importance is how the instruction material is sent to the students, and here there are four main possibilities: (a) *all at once*; (b) *periodically at intervals independent of students' rate of progress*; (c) *according to students' rate of progress*; (d) *on request*.

It was not altogether easy to sift the answers to this question, for most of the schools did not stick to one system, but rather seemed to waver between the various methods. Thus about one-third of the correspondence colleges found it most practicable to send out all the instruction material at once, but four of them also used the

(c) method. Eleven schools went in for (b), sending approximately from one to four units a month, but five of them used the (c) or (d) method as well, and one school sent half of the material at once, and the remaining half at a later date. Furthermore there were also eleven schools which preferred method (c), but which combined this system with one or two of the others, e.g., sending out material according to a time-table.

24. If the instruction material is not sent all at once, it may be advisable to supply the students with some details of what constitutes the course, and in fact it did turn out when we put a question to that effect that all the schools, in such a situation, do provide the students with such details, e.g., in the prospectuses of the schools or in the introductory sections of the individual courses.

25. The part played by the instructor in the co-operation between student and school can hardly be exaggerated, and so the following ten questions deal solely with problems that have some bearing or other on the educational or didactic side of the guidance given to the students. The first thing we wanted to know was: Are the test papers or assignments corrected by (a) *permanent staff members* or (b) *instructors from the outside*?

We found that the ratio of (a) to (b) is 3 to 5, and furthermore that three schools use permanent staff members only, thirteen schools use nothing but instructors from outside, and twelve schools use both.

26. In the case of the twelve schools that used both, the average approximate percentages were (*a*) 12%; (*b*) 88%. The figures fluctuate between 1—99% and 20—80%.

27. And how are the instructors selected? The answers leave no doubt that all institutes lay great stress on the *qualifications*, *experience*, and *background* of their teachers, who are either members of the educational staffs of the schools or are chosen among teachers at universities, technical schools, evening schools, etc. It is a common feature in the answers that the trend is away from advertising, the most usual way of getting competent teachers being through personal acquaintance and recommendation. Incidentally what has been said about the selection of course writers in paragraph 4 of this report applies to this question as well.

28. Practically all schools give their instructors some kind of special training to make sure that they are at least to some extent familiar with the special requirements of correspondence tuition. Here again there are several possibilities: (a) *oral training*; (b) *written manuals*; (c) *regular conferences with instructors*.

Of the twenty-six schools that answered this question three thought it sufficient to use oral training, eight schools combined oral training with either (b) or (c), and seven schools used all three methods. Finally there were six schools that were content to use written manuals, and two which used only regular conferences. If we look at the proportions they are (a) 18, (b) 19, (c) 11, which means that oral training and written manuals are considered to be of practically the same value.

29. But training alone is not enough; the quality of the instructors' work must be continually controlled, and this may be done in the following three ways: (a) *by an advisory board*; (b) *by permanent staff-members*; (c) *by experts in the relevant field, appointed especially for this job.*

The most usual way of keeping a check on the teachers' work proved to be by means of permanent staff-members, for twenty-five schools used this method, while only four schools used advisory boards, and three made use of experts in the relevant field, and neither of these two methods were used alone, except in one case. Finally it should be added that in the case of four schools the instructors are also to a certain extent under control by the State.

30. Students sometimes indicate that they find it odd to write to a teacher who is a complete stranger to them, and it may be with special reference to this circumstance that some schools provide their students with personal details about their instructors. As a matter of fact on inquiry we learned that rather more than half the schools did this, and we further learned that five schools made use of *personal letters* for this purpose, four used *circulars* (in one case even with photos), and a similar number of schools introduced the instructors *in the prospectuses* or *in specially designed biographies.* One school informed us that they did it *in a quarterly newsletter,* another that the teacher was mentioned *on the first page in each course.*

31. It seems to be a general experience that most students want their test papers 'graded' or assessed, and this was confirmed by our question to the member-schools concerning the extent to which the students' assignments were graded. With two exceptions the schools unanimously agreed that *each test*—and not only certain tests—should be assessed. One correspondence college took up the attitude that papers of low quality should not be graded at all, and another school said that only final examination papers were graded by them.

32. When asked what scheme of assessment was used, twenty-four schools answered *the official grading scheme* used by the

state schools and/or public examining bodies in our country, but four schools stated that they had *special schemes*. Only two of them gave details that can be reproduced here: The first one of these used a system consisting of eleven grades: A for 'Excellent', B+, B, B− for 'Very Good', C+, C, C− for 'Good', D+, D, D− for 'Fair', and W for 'No Pass'. The second one had a different terminology and only seven grades: EX for 'Excellent', VG for 'Very Good', G for 'Good', FG for 'Fairly Good', F for 'Fair', RF for 'Rather Fair' or 'Weak', and P for 'Poor' or 'Bad'. Both systems had *numerical* marks corresponding to the awards, but used rather differently, the former school having marks ranging from 100—50%, and the latter from 100—35%.

33. A question of direct educational importance is whether the instructor should ask the students to correct their mistakes. To find out what the attitude of the schools was, we put the following three questions: (Should the instructor ask them to do it?) (a) *regularly*; (b) *occasionally*; (c) *not at all*.

Only two schools were negative in their answers, and one did not venture any opinion at all, but of the remaining twenty-five schools 48% said 'regularly', and 52% said 'occasionally', so that there can be no doubt as to the general opinion of the schools on this point.

34. Equally important from an educational point of view is the question whether there are any really effective aids by means of which the students' achievements can be improved. To that end we asked the schools if their instructors used (a) *model answers*; (b) *additional tests*, or (c) *any other method*. The last of these questions was meant as an attempt to draw out the schools in case some of them should possess any ideas out of the ordinary.

Model answers seemed to be the chief method of nine schools, while eleven schools used both model answers and additional tests, and four schools used additional tests alone. As for (c), we received several answers. Here are some of the most striking: four schools answered *individual corrections*. One school said *hints and partial solutions*. A second one said *special instruction sheets*. A third *references to previous units*, and a fourth *drawings are sent round to show how*!

35. To our next question: *how the students' test results were registered*, the answers from all the schools were practically identical, although the wording differed slightly from answer to answer. It will suffice to quote a few: *In the teachers' files and on wrappers containing the students' assignments*; *the students' progress is recorded on their personal files*; *marks card sent with the assignments from school to student*; *by punch-card system*.

36. Turning our attention for a while from the problems of instruction to another aspect of the co-operation between student and school, viz., *quick mailing service*, we asked the schools how many days it normally took from the receipt of a student's answer until it was returned corrected from the school.

The approximate average time proved to be seven days, the lower limit being two days, and the upper limit fourteen days.

37. On being asked next whether they had made any efforts to shorten this time, eighteen schools answered in the affirmative, and some of them explained how they tried to do this. These answers may, roughly speaking, be arranged in four groups:

(1) *By keeping the instructors up to the mark, e.g. by sending them reminders when necessary.*

(2) *By appointing more instructors if those already employed are pressed for time.*

(3) *By taking administrative measures* (*evening staff*), *rationalizing office work, e.g. using flexo-writers.*

(4) *By erecting internal post office; by car-service and the use of messengers.*

One school, which by the way had given the figures 10-14 days, and had answered yes to the present question, added: ... *but without success: the week-end and other reasons.* They evidently regretted the state of affairs, but could do nothing about it.

38. There are some particularly important questions which all correspondence colleges have had to answer at some time or other: How many of your students finish their courses? Aren't there many drop-outs among correspondence students? What is your approximate completion rate? etc.

Although it does not come within the sphere of the Educational Committee to go more closely into these matters, however important they may be, we were aware of the fact that practically all correspondence schools are up against the same problems here, and so we found it relevant at any rate to inquire into *what special motivating devices* the various schools used for the encouragement of their students in general, as well as of their non-starters and drop-outs. And what did the answers show?

Personal letters and *circular letters* were the motivating devices most frequently used, the first mentioned being used by twenty-three schools, and the last mentioned by twenty-four. On sifting the material a little more closely we further found that nineteen out of the twenty-eight schools used both measures, while four schools used personal letters alone, in two cases, however, combined with *personal calls*, and five schools found circular letters sufficiently effective and never used anything else. *Records* and *tapes* were used only by one school in this connection, but three schools had found *supplementary* lessons an excellent way of pepping the students up. "*Congratulation letters" after successful examination results* were considered by no less than twenty schools to be a happy expedient. Among other motivating devices were mentioned: *Quarterly newsletters* and *articles in students' papers; personal letters to the students from the instructors; telephone calls.* One school said: "Personal and circular letters are sent out from time to time, but basically the programme specially prepared for each student is the basis of our motivation. Students are required to post their written work *before* receipt of the next lesson". Information about how often reminders were sent out was rather scanty, by the way. One school volunteered the information that *reminders to military students* were sent out *about twenty times a year* and to *civilian students five times a year.* The effect of the last-mentioned type of reminders was that 32% of the students set to work again, 9.5% responded to them with a letter, and 58.5% did not respond at all. Another school said that they sent out reminders *twice a year,* and a third school stated that with each lesson they sent out *three inspirational letters* if the students were slow.

39. From the above we have seen that correspondence schools really make an effort to overcome some of the difficulties with which the method is inseparably bound. But they do not stop at that: they use as far as possible the experiences from other educational systems and teaching methods. This, among other things, is shown by the use of what is called *supervised correspondence study,* which we understand to be the study of correspondence courses under the guidance of a teacher or supervisor. It is worth noticing that 61 per cent of the schools went in for this type of study, and only 39 per cent did not. This is a straw in the wind. There can be no doubt as to the general trend. By whom is the supervision performed? In the majority of cases by *teachers.* Only three schools went in for *parents* as supervisors, and in some cases there was *a third party.* This might be e.g. consultant engineers at factories or in industrial organizations or perhaps advisory officers attached to various official bodies. Some firms also arrange class-room supervision.

40. And from this there is only a step to *combined studies,* which means correspondence instruction combined with residential or other local supplementary teaching. We found that nineteen schools out of the twenty-eight thought that it was desirable to combine oral and written instruction, but when it came to the question of whether this method should be introduced as *obligatory* in all cases, only four schools liked this idea, two schools were of opinion that it all depended on local circumstances, and that you might use both, while thirteen schools thought that the choice ought to be *voluntary.*

41. Now there are three types of residential or other local supplementary teaching that may come into the question with combined studies; they are:

(a) *parallel* (throughout the whole course)

(b) *alternating* (home study/residential study)

(c) *final revision at the end of home study course.*

Our question as to which of these three types they used was answered by eighteen schools: 50 per cent of these schools used one method; three of them preferred (a), 1 school (b), and five schools (c). Among the last mentioned there were a few which commented on this choice: One said "two weeks at a technical school before examination". Another said "2-3 days' course before examination date". And a third "we are working on the organization of free personal examinations at the end of the courses, in every important city, before qualified tribunals comprising representatives of the universities, professional colleges and chambers of industry".

The other half of the eighteen schools used more than one method; two schools made use of (a) *and* (b), while three thought that (b) *and* (c) were most suited to their purpose, and four schools actually went in for the three of them! Only one of these schools had complied with our wish and given further particulars: it appeared that (a) was only *occasionally used*, while (b) was the normal thing *for General Certificate Examination at A-Level* (in the language of the school concerned *"studentexamen"*), *engineering examinations*, etc., whereas (c) was normal for *General Certificate Examination at O-Level* (*"realexamen"*).

42. A special kind of combined studies is what is called a *study circle*, a type of study which particularly occurs in countries with sparsely inhabited and remote areas. Still it is more widespread than generally believed, in fact nearly half of the schools questioned (43%) made use of this method. There are two kinds of circles: (a) *study groups whose members send their solutions individually for correction*; (b) *study groups who send group solutions.* It turned out that seven schools used (a), only one school (b), and four schools used both (a) and (b).

43. As part of their service all modern correspondence colleges offer their students *student guidance*. By this we understand educational correspondence which does not concern difficulties in understanding the study material. This work demands a certain knowledge, and so of course it cannot be said that it does not matter *who* deals with it. Our inquiry showed that in seven cases it was the instructors themselves, but otherwise it was the general rule that each school had special members of the staff trained for that purpose. In a few cases it was the director of studies himself and/or the study advisers at the school in question who did the job.

44. Considering the importance of this student guidance we felt that it might be of some interest to know what, if any, special training the schools gave to persons in charge of it. We distinguished between three main possibilities: (a) *written manuals*; (b) *oral training*; (c) *regular conferences.*

Oral training came in first, seeing that it was used by seventeen schools, but regular conferences came in a good second, as eleven schools found them indispensable, particularly in connection with one or other of the two other means. Written manuals were only used in eight cases, and in six of these it was always together with either (b) or (c), or with both of them. On the whole the general impression seemed to be that each of them might be very useful, but that they supplemented each other so well that some kind of combination between them was to be preferred. The figures showed this very clearly: only ten schools out of the twenty-three which had answered this question stuck to one of the three: two preferred (a), six thought that (b) was the best solution, and two considered (c) sufficient. In conclusion it may be added that three schools had a solution of their own, besides those already mentioned: One wrote *advice from colleagues.* Another said *they can take correspondence courses.* And the third *systematic training.*

45. From the facts previously mentioned it follows that instruction material, correction service, and educational correspondence are integral parts of correspondence instruction, anything beyond that must be considered *extra services.* As it appeared from the Questionnaire, all the schools offered some kind of extra services: *Personal (oral) consultation* was given by twenty schools; *procurement of books, journals, etc.,* was offered by seventeen schools; *advice and help for job application* given by twenty-one schools, by twelve of them in the form of *intermediate certificates of studies,* and by six other schools as *written hints for job application*; nearly half the schools published *students' magazines,* and three schools used *progress reports* for the benefit of e.g. local education authorities, prospective employers, and parents. Finally there were two schools which stated that they gave respectively *regular oral instruction at the school* and *special training at seminars.*

46. Finally we asked the schools if they had developed any special or unusual instruction method, which seemed to be outstandingly successful. Only one school, a Dutch one, answered with this statement:

Bulletins for History	(secondary)
Dutch language	(secondary)
Citizenship	(secondary)

It was the general feeling of this school that these bulletins stimulated the students in their work and furthered their interest in the subjects named.

IV. **FINAL EXAMINATIONS**

47. Most correspondence pupils want something to show for their efforts after thay have finished their course, some kind of diploma or certificate. This may be simply a document stating the number of lessons answered and the approximate average grading given by the teachers; it may however also be a leaving certificate issued by the school and according to which the student must be supposed to have the necessary qualifications to enter for an official examination (e.g. in State schools) as a private candidate; finally it may also be a certificate issued by the correspondence college on the basis of the results obtained at a final examination. This final examination may not always be supervised, as we shall see in a little while, and the actual or practical value of such an examination was disputed by some of the schools. If it was supervised, the supervision might either be performed by some recognized body, official or semi-official, or by one or more responsible persons, such as public officers, etc., at the offices of the school or elsewhere.

The first question we asked the schools in this connection was: Are such final examinations part of your correspondence courses?

In eight cases the answer was *no*, twelve schools answered that they *did* have final examinations, but *only at the end of some courses*, and eight schools stated that they used final examinations *at the end of all their courses*.

48. The next thing we wanted to know was whether there were any conditions which the students had to fulfil before they could pass final examinations.

More than 50% answered in the affirmative (fifteen schools in all), and they all gave as the main condition *a successful completion of all or (at least) a certain number of units*. There were three schools which, as a further condition, claimed *oral lessons* or *some weeks of seminar training*. Others claimed *a certain time of practice, some preliminary training*, or that the pupils had *attained a certain age*. But these schools were in the minority.

49. When speaking of final examinations it must not be forgotten that the various correspondence schools have two different types of examinations: *written* and *oral*. To elucidate the whole question of final examinations further we asked the schools to tell us which of these two types they used, and the facts that came to light were rather interesting: ten schools had *written final examinations alone*, and ten had *both written and oral*. When asked which of them had supervised examinations, twelve answered that they had, four said that in some cases they used them, in others not, and four schools blankly rejected the idea. As for *where* the written and/or oral final examinations were held, the

figures were fairly equally distributed: of the ten answers received, four schools stated that they were held *at the school,* and five said *elsewhere.* Two of these schools even elaborated this information. One said: "at a technical school"; the other said: "other examination boards and the universities". Finally there was one school which held the final examinations *partly at the school,* and *partly elsewhere.*

50. To our question whether the corrected examination papers were sent back to the students, only six schools answered in the affirmative. One of the schools which had answered *no,* gave its reason for refusal thus: "by law they must be kept in safes to be produced at government inspections".

51. Our last question in this section was whether in the case of courses preparatory to official examinations, the schools gave any *additional help* to the students.

There were twenty schools altogether which answered *yes.* The most ordinary means were (a) *written hints* and (b) *oral consultation.* The ratio of (a) to (b) was 56—44%. Otherwise the figures proved that oral consultation alone was not very common, only 16.2/3% went in for that, while 33.1/3% used written hints alone, and 50% considered a combination of (a) and (b) most effective. Other measures mentioned were: *special oral lessons for examination training* and *working through past examination papers.* And one school said: *local teachers,* and another: *special tests in courses.*

V. CONTROL OF STUDENTS' SUCCESSES

It is in the interest of any correspondence school to ascertain whether its students are successful in life and advance as a result of the efforts they have made to qualify themselves in one field or another. This is usually done by following up those of the students who have completed their courses at the school. There may of course be various motives for and various methods of doing this, and the problem has an economic angle too, so we thought there were good reasons for us to take up this last aspect of correspondence tuition by asking the schools *how many of them do something of that kind, to what extent they do it, and what methods they employ.*

The ratio of those who *did* send out follow-up letters or the like, to those who did not, was approximately 68—32%. And of the nineteen schools which followed up the students, nine followed up all of them, but ten schools only some of them. As for the methods employed, *circular letters* were given the preference, one school even using *reply-paid circulars.* But *personal* *letters* were also used to some extent, preferably by the group of schools which sent out to only some of the students. With regard to the contents of the letters there did not seem to be much difference, but the explanatory footnotes with which some schools accompanied their answers may give an idea of the various motives underlying the sending out of these letters. Thus one school says: "We send the students a circular letter requesting them to inform the school of their opinion of the course they have just finished. In this way we receive some valuable criticism and may also be able to suggest a further course". Another school writes: "We keep in touch with our students after the completion of their courses in order to be able to give them all sorts of information and the bibliography they may need in their professional development. The way in which we keep up the connection with our students is through personal letters and by sending them our house magazine. Actually we are working on the organization of an 'Association of Former Students' with the purpose of keeping them grouped, protecting their rights, and helping them when necessary". A third school frankly admits: "We found this uneconomic in the past, so now do it only if we can suggest a further course".

53. It is evident, however, that one of the main objects of sending out these follow-up letters is to get some objective data about the success of former students. This may seem, both from an educational and from an economic aspect, a very reasonable thing to do, but the question remains: Do these attempts at keeping up the contact with former students have the desired effect? In other words: *Do the schools really get any objective data, and if so, what kind*?

If we had had any doubts here, the figures gave us proof to the contrary, but there were a couple of surprises in store for us, for it appeared that some of the schools which had *not* sent out any follow-up material *did* get information about their former students none the less, and on the other hand not *all* the schools that followed up their students got any such objective data. Nevertheless the final result of our investigation on this point showed that twenty schools affirmed that they obtained various kinds of valuable data, while only eight stated that they did not get any.

When in conclusion we wanted to know what kind of data the schools got, we simplified the work for everybody, ourselves included, by tabling the various possibilities under four headings: (a) *test scores in comparison with other types of instruction*; (b) *later successes in institutions of higher learning*; (c) *successful passing of official examinations*; (d) *career benefits*.

It appeared that (c) occurred most frequently, sixteen schools getting information of this kind, while (d) came in second with twelve schools. As for (a) and (b) they were of much rarer occurrence, as there were only two schools that got information through test scores, and five schools which were informed about their pupils' later successes in institutes of higher learning. Finally, the figures showed that while there were only two schools that got the above-mentioned news through all four channels, half of the schools got their information through either (c) or (d): seven through (c), and three through (d), and the remaining eight schools got theirs through various combinations of (b), (c), and (d).

Before leaving the question, however, we must not forget that what has been said so far is not the whole picture: in many cases the students write to the schools on their own initiative, as one member-school expresses it: "We have lots of letters from students. Such testimonials have been spontaneously written, and we keep a large file of them". From the point of view of the schools this must be said to be the most inspiring means of contact with former students, seeing that it springs from a genuine feeling of gratitude and satisfaction on the part of the pupil.

CONCLUSION

In concluding this report the Educational Committee ventures to express the belief that the work thus begun could be the first step in a more extensive research programme. Further, they believe that there should be a continuous effort to achieve even higher standards in the interests of the students as well as of the schools themselves. Thus, and only thus, will the correspondence schools be able to meet the challenge of the rising generation in this technical age of learning.

THE EDUCATIONAL COMMITTEE'S QUESTIONNAIRE

INTRODUCTION

The object of this questionnaire is to obtain information about the procedure of the various member-schools of CEC with regard to essential problems in connection with correspondence instruction. The Educational Committee is convinced that the opinions of members about the various forms of desirable and undesirable behaviour—for example, as laid down in the CEC Code of Ethics—are important to the future of European correspondence instruction, but cannot be estimated adequately by means of a questionnaire. We have therefore considered it best to confine our research programme strictly to the finding of mere facts. In order to avoid biasing your answers, we have refrained from open or covert judgments as to the value of different forms of correspondence-school activity.

Before filling in this questionnaire, please consider the following points:

General Remarks

The Educational Committee was charged by the Annual Meeting of the CEC, in March 1963, to prepare a questionnaire as the first step in a research programme. In Comparative Education, the lower level of research is description based on systematic comparison. Explication by analysis of the conditions, causes, and effects of pedagogic facts (considering the social context, history of mind, and institutions in the various countries, etc.) comes later. The members of the Educational Committee wish to lay stress upon this fact, because it implies an extension of the research programme by future members of the Educational Committee.

Utility of the Research Programme

Both the CEC as an organization of European correspondence instruction and its individual member-schools need systematic and detailed knowledge of the various ways of organizing correspondence instruction, in order to improve their own work and to give maximum benefit to their students.

Hints on the Completion of the Questionnaire

(*a*) The questionnaire should be filled in by a competent member or members of your staff, preferably the head of your educational department.

(*b*) To keep down the size of the questionnaire, only small spaces for filling-in have been provided; supplementary sheets with fuller information should be used where necessary.

(*c*) Both open and closed questions should be answered as copiously as possible, using additional sheets where necessary and enclosing documents (if any) relating to the activities in question.

(*d*) Questions which you find obscure or ambiguous should be answered to the best of your ability, adding your reasons for thinking them obscure or ambiguous.

QUESTIONNAIRE

Please write on additional sheets whenever you wish to give more details.

I. PLANNING AND ELABORATION OF COURSES

1. What types of courses does your programme include?

(*a*) **General education**

School subjects:	Languages	Mathematics	Natural Science	Social Science	
grades 1-6	☐	☐	☐	☐	…………
grades 7-9	☐	☐	☐	☐	…………
grades 10-12 (13)	☐	☐	☐	☐	…………
Preparatory university subjects	☐	☐	☐	☐	…………
General adult education (not school curriculum)	☐	☐	☐	☐	…………

(*b*) **Vocational education** (Underline and add.)

Commercial—economics, salesmanship, advertising …………
Office practice and management—typing, shorthand, book-keeping …………
Trade correspondence for language certificates
Business administration
Industrial management
Mechanical engineering
Electricity, radio, television, electronics
Construction—buildings, roads, bridges, hydraulic plant …………
Carpentry, woodworking
Arts and crafts
Agriculture, gardening
Hunting, trapping, fishing
Seamanship
Nursing, social work
Home economics

Others not mentioned above: …………………………

…………………………………………

(*c*) **Leisure courses, hobby courses** (Underline and add.)

Art (fine): drawing, painting, music ....
Literature
Penmanship
Photography
Sewing, embroidering, weaving
Chess, bridge ....
Personal development: ....
Others not mentioned above: ....
....

2. What are your main types of courses?

		Approximate courses	percentage of students
(*a*) General education	☐	....	....
(*b*) Vocational education	☐	....	....
(*c*) Professional examinations	☐	....	....
(*d*) Leisure courses	☐	....	....

3. Do you co-operate with educational authorities, other governmental authorities and other bodies when elaborating any of your courses?

yes ☐ no ☐

If so, in what way? ....
....

(Please feel free to give any pertinent information on this subject)

4. How do you select your authors (course-writers?) ....
....

(Please give any pertinent information on this subject)

5. What, if any, special training or guidance do you give to persons who prepare the courses?

(*a*) by written manuals for course-writers ☐
(*b*) oral ☐
(*c*) regular conferences with authors ☐
(*d*) other means: ....
....

(Please enclose documentation in cases of (*a*) and/or (*d*)).

6. How do you control the quality of the author's work?

(*a*) by permanent staff-members ☐
(*b*) by an advisory body ☐
(*c*) by experts in the relevant field hired especially for this job ☐
(*d*) other means: ....
....

7. What kind of instruction material do you provide?
   - (*a*) independent courses
     - (*aa*) units only ☐
     - (*ab*) units with supplementary instruction material ☐
       (Please give a complete list of audio-visual aids, kits, etc., employed in your school)
   - (*b*) courses based on textbooks ☐
   - (*c*) courses based on
     - (*ca*) records ☐
     - (*cb*) tapes ☐
     - (*cc*) films ☐
   - (*d*) others not named under *a-c*: ....

3. Do you make use of programmed learning techniques?
   yes ☐ no ☐
   If so, what kind?
   - (*a*) programmes using teaching machines ☐

   If so, what kind of teaching machine? ....
   - (*b*) programmes independent of teaching machines ☐
     (In either case, enclose detailed documentation)

9. **Size of units** — *Approximate average number of pages*
   - (*a*) A5 or approx. ☐ ....
   - (*b*) A4 or approx. ☐ ....
   - (*c*) others ....

10. **Outfit of units**

Do you normally make use of:	Independent courses (7a)	Textbook courses (7b)
(*a*) illustrations	☐	☐
(*b*) colours	☐	☐
(*c*) marginals	☐	☐
(*d*) table of contents	☐	☐
(*e*) index	☐	☐

11. **Technical details of units**
    Do you make use of:
    - (*a*) letterpress printing ☐
    - (*b*) offset ☐
    - (*c*) stencilling ☐
    - (*d*) others: ....

    Which do you use most? ....

12. If any, what kind of self-check test (solutions not to be sent in) do you provide?

(*a*) exercises (e.g. in arithmetic) ☐
(*b*) tasks (e.g. in design) ☐
(*c*) questions to encourage thought ☐
(*d*) others: ....
....

13. Do you give answers or model answers to self-check tests?

always ☐ mostly ☐ sometimes ☐ seldom ☐ never ☐

Comments: ....

Where are the answers and/or model answers given?

(*a*) within the unit ☐
(*b*) within the next unit ☐
(*c*) other means: ....
....

14. Do you provide each unit with examination tests to be sent in?

yes ☐ no ☐

If yes, state how:

(*a*) at intervals in each unit ☐
(*b*) at the end of each unit ☐
(*c*) on separate sheets ☐
(*d*) other ways: ....
....

If no, state how you list the students' progress: ....
....
....

15. Is any preference given to certain types of tests?

yes ☐ no ☐

If yes, state which type:	Self-check tests	Examination tests
(*a*) essay tests	☐	☐
(*b*) objective tests	☐	☐
(*ba*) multiple-choice tests	☐	☐
(*bb*) true-false tests	☐	☐
(*bc*) matching tests	☐	☐
(*bd*) re-arrangement tests	☐	☐
(*be*) completion tests	☐	☐

(*bf*) others: ....

(*c*) others: ....
....

16. Are there any other means by which you control students' level of achievement during the course (excluding final examinations, which will be dealt with under IV of this questionnaire) ?

yes ☐ no ☐

If yes, give detailed report: ....

....

....

17. If you have developed any special or unusual instruction material which seems to be outstandingly successful, please describe it, giving full particulars and/or samples: ....

....

....

II. GAINING AND CONSULTING OF STUDENTS

18. How do you obtain enrolments ?

		approx. percentage
(*a*) advertising	☐	....
(*b*) other forms of publicity	☐	....
(*c*) field representatives	☐	....
(*d*) recommendation	☐	....
(*e*) others:		....

19. Do you impose any pre-enrolment requirements upon prospective students ?

yes ☐ no ☐

If so, what are they ?

- (*a*) proof of a certain level of achievement by means of certificates or diplomas ☐
- (*b*) filled-in questionnaire ☐
- (*c*) solutions to pre-enrolment test papers ☐
- (*d*) aptitude tests ☐
- (*e*) others: ....

(Please feel free to give any pertinent information on this subject)

20. If pre-enrolment tests are used, what type are they ?

- (*a*) intelligence tests ☐
- (*b*) achievement tests ☐
- (*c*) others: ....

(Please enclose samples of the types of pre-enrolment tests used in your school).

21. An educational adviser may be defined as a person whose duty it is to advise prospective students, and who has no financial interest in the possible enrolment. Do you make use of educational advisers?

yes ☐ no ☐

If yes, how is the advising mainly performed?

written ☐ oral ☐

If oral:

(*a*) in the home of the prospective students ☐
(*b*) in the office of your school ☐
(*c*) elsewhere: ....
....

III. INSTRUCTION AND SERVICE

22. An introductory handbook (or pamphlet) containing advice on study techniques to students may be defined as a written text sent to the students with the aim of giving hints on home study techniques. Do you make use of such introductory handbooks as defined above?

yes ☐ no ☐

If so, are they:

(*a*) general for all types of courses? ☐
(*b*) special for groups of courses? ☐
(*c*) special for each single course? ☐
(*d*) others: ....
....

(Please enclose samples of the types of study guides used in your school).

23. How do you send instruction material to the students?

(*a*) all at once ☐
(*b*) at periodic intervals independent of students' rate of progress ☐
.... units in .... days/weeks
(*c*) according to students' rate of progress ☐
(*d*) on request .... units at a time ☐
(*e*) other methods: ....
....

24. If the instruction material is not sent all at once, do you provide the students with details of what constitutes the course?

yes ☐ no ☐

(If so, enclose sample(s) of the details you supply).

25. By whom are the test papers corrected?

(*a*) permanent staff members ☐
(*b*) instructors from outside ☐

26. If both methods are employed, please quote approximate percentages.
(*a*) ....
(*b*) ....

27. How do you select your instructors (permanent and/or from outside?)
....
....
....
(Please give any pertinent information on this subject)

28. What, if any, special training do you give to your instructors?
(*a*) oral ☐
(*b*) by written manuals ☐
(*c*) regular conferences with instructors ☐
(*d*) other means: ....
....
(Please enclose documentation in cases of (*b*) and/or (*d*)).

29. How is the quality of the instructors' work controlled?
(*a*) by an advisory board ☐
(*b*) by permanent staff-members ☐
(*c*) by experts in the relevant field, hired especially for this job ☐
(*d*) other means: ....
....

30. Do you provide the students with personal details about their instructors?
yes ☐ no ☐
If so, by what means?
(*a*) personal letters ☐
(*b*) circulars ☐
(*c*) other means: ....
....

31. To what extent do the instructors assess or 'grade' the test papers sent in by the students?
(*a*) each test ☐
(*b*) certain tests only ☐
Comments: ....
....
(*c*) final examination only ☐

32. What scheme of assessment or 'grading' is used in your school?

(*a*) the official grading scheme used by the public schools and/or examining bodies in your country ☐

(*b*) a special scheme ☐

If (*b*), please give details: ....

....

33. Do the instructors ask the students to correct their mistakes?

(*a*) regularly ☐
(*b*) occasionally ☐
(*c*) not at all ☐

Comments: ....

....

34. Which of the following aids for improving the students' achievements are used by your instructors?

(*a*) model answers ☐
(*b*) additional tests ☐
(*c*) others: ....

....

35. How do you register students' tests results?

....

....

....

(Please give full particulars)

36. Normal time taken from the receipt of a student's answer until it is returned corrected from the school is .... days.

37. Have you made efforts to shorten this time?

yes ☐ no ☐

What efforts? ....

....

....

(Please give full particulars)

38. What special motivating devices are in use in your school for the encouragement of students in general, of non-starters and drop-outs?

(*a*) personal letters ☐
(*b*) personal calls ☐
(*c*) circular letters ☐
(*d*) records ☐
(*e*) tapes ☐

38—continued

(*f*) supplementary lessons ☐
(*g*) "congratulation letters" on successful examination results ☐
(*h*) other motivation devices: ……………………………………………
……………………………………………

(Please enclose samples and give detailed information about standard intervals between reminders, if any).

39. Do you make use of supervised correspondence study?
yes ☐ no ☐

If so, is supervision performed:
(*a*) by parents ☐
(*b*) by teachers ☐
(*c*) by others: ……………………………………………
(Please give full particulars).

40. Do you make use of combined studies, i.e., correspondence instruction combined with residential or other local supplementary teaching?
yes ☐ no ☐

If yes:
(*a*) obligatory ☐
(*b*) voluntary ☐

41. Which types of residential or other local supplementary teaching?
(*a*) parallel (throughout the whole course) ☐
(*b*) alternating (home study/residential study) ☐
(*c*) final revision at the end of home study course ☐
(Please give full particulars)

42. Do you make use of study circles, or do any study circles make use of your correspondence courses?
yes ☐ no ☐

If so, which type?
(*a*) study groups whose members send their solutions individually for correction ☐
(*b*) study groups who send group solutions ☐
(*c*) others: ……………………………………………
……………………………………………

(Please give full particulars).

43. Who in your school deals with educational correspondence which does not concern difficulty in understanding the study material?

(*a*) instructors ☐
(*b*) others: ....
....

44. What, if any, special training do you give to the persons in charge of such educational correspondence?

(*a*) by written manuals ☐
(*b*) oral ☐
(*c*) regular conferences ☐
(*d*) other means: ....
....

(Please enclose documentation in cases of (*a*) and/or (*d*).)

45. Considering instruction material, correction service, and educational correspondence as integral parts of correspondence instruction, which kind of extra services do you offer to your students?

(*a*) personal (oral) consultation with students ☐
(*b*) procurement of books, journals, etc. ☐
(*c*) advice and help for job application ☐
  (*ca*) written hints for job application ☐
  (*cb*) intermediate certificates of studies ☐
  (*cc*) other means: ....
....
(*d*) students' magazine ☐
(*e*) others: ....
....

46. If you have developed any special or unusual instruction method(s) which seem to be outstandingly successful, please describe it (them), giving full particulars and/or samples.

IV. FINAL EXAMINATIONS

47. Are final examinations part of your correspondence courses?

(*a*) of all courses ☐
(*b*) of some courses ☐
(*c*) of no courses ☐

48. Are there any conditions which students must fulfil before they can pass final examinations?

(*a*) a successful completion of a certain number of units ☐
(*b*) others: ....
....

49. What types of final examinations are used in your school?

(*a*) written ☐
    (*aa*) without supervision ☐
    (*ab*) with supervision ☐
    Comments: ....
    ....

(*b*) oral ☐
    (*ba*) at your school ☐
    (*bb*) elsewhere: ....

(*c*) written and oral ☐
    (*ca*) at your school ☐
    (*cb*) elsewhere: ....

50. In case of written final examinations—alone or combined with oral examination—do you send the corrected examination papers back to the students?

yes ☐ no ☐

51. In the case of courses preparatory to official examinations, do you give any additional help to the students?

yes ☐ no ☐

If so, what kind?

(*a*) written hints ☐
(*b*) oral consultation ☐
(*c*) others: ....
....

V. CONTROL OF STUDENTS' SUCCESSES

52. Do you follow up those of your students who have completed courses at your school?

yes ☐ no ☐

52—continued

If so, to what extent?

(*a*) all of them ☐

(*b*) some of them ☐

....

....

....

(Please give a brief survey of the methods employed: circular letters, etc.)

53. Do you have any objective data about the success of your former students?

yes ☐ no ☐

If so, what kind?

(*a*) test scores in comparison with other types of instruction ☐

(*b*) later successes in institutions of higher learning ☐

(*c*) successful passing of official examinations ☐

(*d*) career benefits ☐

....

....

Name of School Date

....

Person(s) who filled in the questionnaire.

Enclosures:

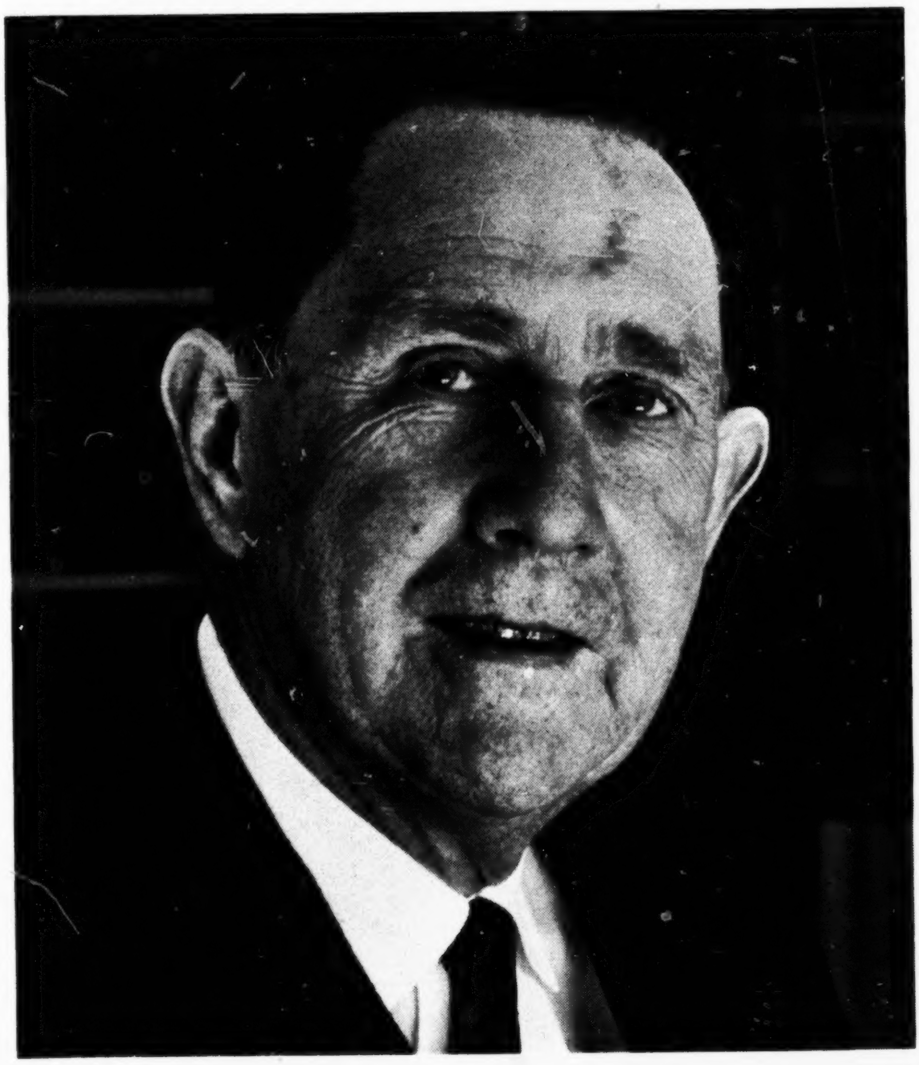
....

....

....

GUNNAR GADDÉN
38 YEARS IN EDUCATION BY CORRESPONDENCE

Gunnar Gaddén



Gunnar Gaddén was born in Malmö in 1901. After leaving the University of Lund where he obtained a fil.kand. (B.A.) degree with Political Economy as his main subject, he spent a couple of years at Stockholm Commercial University and passed the civilekonom (B.Sc. Econ.) degree. After a period of business administration he taught commercial subjects.

It was in 1928 that Gunnar Gaddén first came into contact with correspondence education as an adviser to the then head of Hermods, Gustaf Carne. He very soon wrote his first correspondence course, in Accountancy. This course had an extremely modern approach, which is proved by the fact that even today one of the HERMODS-NKI accountancy courses is fundamentally based on this course of his.

For nearly twenty years Gunnar Gaddén was principal of a school which applied a combination of correspondence education and oral instruction. Then, on the 1st January 1956, he was appointed Director-General of Hermods, an appointment he held until he retired on the 31st May 1966.

When Gunnar Gaddén retired the King of Sweden made him a Knight Commander of the Order of Vasa, which is one of the most high-ranking decorations in Sweden. This decoration was handed over to him personally by the Director-General of the National Board of Education. The honour conferred on Gunnar Gaddén in this way shows the official esteem his work in education had gained him and is also a recognition of the important part correspondence courses play in education today.

Interviewed after his retirement, he said in reply to a question about publicity in relation to correspondence courses: "Basic to the reputation of correspondence education is that everyone should regard the instruction given by the correspondence college as comparable to teaching of the highest quality. For this reason we must not make use of sales methods which would be beneath the dignity of the ordinary kinds of school. It is no excuse to say that one is serving a good purpose by arousing interest in education.

"Economic considerations make it necessary for the number of students to be large and the student body to expand. It is difficult to judge the capacity of the students before they begin their studies. Many of them have not succeeded previously at school. They pay and want to have a chance to show what they can do. I do not see that any ethical objection can be made to our accepting all those who feel they have a need for education. Obviously they must confirm that they possess the elementary knowledge required to gain the educational goal in question. In this connection it is important to make clear in advertising that the correspondence method requires normal ability and in addition certain traits of character, above all staying power and a capacity to organize their own studies.

"Where the sales department of a correspondence college is concerned, it is a matter of obtaining at minimum cost a large number of students, but they must be students for whom the method used is suitable. We have never claimed that it is easy to study by correspondence or that it is an especially rapid method for everyone. Certainly we have made a mistake now and then, but on the whole we have succeeded in our effort to win a good reputation and respect in all quarters.

"My experience is quite simply this: it pays, even in a competitive situation, to conduct one's advertising on the principle of the understatement. One must not make promises that cannot be kept and all students must pay the same prices. Exaggerations in advertising easily arise because the copywriter is enthusiastic about the method, and advertising lends itself to excess—this is in the nature of advertising, we mention the advantages and not the possible drawbacks. I believe, however, that the principle of the understatement is one which pays in the long run.

"After 38 years I am convinced that a realistic outlook, combined with an honest attempt to make postal tuition better and better, and thereby adapt it for more and more people, is the best possible policy for the future of education by correspondence."

DANMARKS BREVSKOLE 50TH ANNIVERSARY

The two directors of Danmarks Brevskole engaged in the solving of a difficult problem

Danmarks Brevskole in Copenhagen celebrated its 50th Anniversary on 1st September 1966.

In the morning Arno and Ben Saxe, brothers, joint owners and fellow directors of Danmarks Brevskole, held an official reception in the main offices of the School in Hellerup. In the evening there was a banquet at the exclusive Mermaid Pavilion, and among the 140 guests nearly all the CEC officers were present as well as representatives from a number of correspondence schools at home and abroad.

The principal speaker was Mr. H. Engberg-Pedersen, chief of the Ministry Department of Further Education. He congratulated the school on its success, and promised the serious and progressive correspondence schools in Denmark a much more important part in the future development of adult education. In particular he thought that correspondence education might be successfully combined with television instruction. A new Bill to that effect was shortly to be introduced, and if it was passed, millions of crowns would be available for the purpose of an extension of all kinds of adult education. Mr. Engberg-Pedersen added as an afterthought that he hoped that all correspondence schools in Denmark would submit to the state control regulations already existing: he did not believe in a compulsory state control, as in his opinion this would be incompatible with the democratic principles of freedom which were generally accepted. On the other hand the state controlled correspondence schools should be promoted through examination privileges and by economic aid for the benefit of the students.

Mr. Aage Stouenborg spoke on behalf of FCU (The Institute of Military Civil Education) and said that Danmarks Brevskole deserved much praise for the work done in the past 50 years and particularly emphasized the close co-operation between the two institutions and the valuable experiences gained with more than 50,000 conscripts during the last few years.

Mr. I. J. Sloos, the President of the CEC and Principal of Leidsche Onderwijsinstellingen in Holland, expressed his unveiled admiration of Danmarks Brevskole, which he singled out as one of the best schools he knew, not because it was a big school, but perhaps because it had the right size, not too small, and not too big, and furthermore because it had a qualified and inspiring leadership with a high sense of morality and genuine interest in education. Mr. Sloos also commemorated Joseph Saxe, the creator of the school.

IN MEMORIAM
WERNER KAMPRATH

The members of the European Council for Education by Correspondence bemoan the loss of one of the prominent personalities in the field of education by correspondence in Germany.

On the 21st October 1966, the founder and senior director of the Studiengemeinschaft Darmstadt, Werner Kamprath, died at the age of 60 years following a heart attack.

The name of Werner Kamprath is closely linked with the development of correspondence courses in Germany during the last twenty years, and is particularly well known for creative thinking and bold experiments in the field of adult education.

Werner Kamprath was born in Leipzig on the 9th April 1906. After graduation from high school he joined his father's publishing business which then included correspondence study with special reference to business administration. In spite of his early association with education by correspondence, Werner Kamprath did not make it his profession until later years.

In June 1945 Werner Kamprath returned from war imprisonment and found a new home in Darmstadt. His father's home and business in Leipzig had been destroyed during the war. His first post-war years in the field of correspondence study were one constant struggle with material difficulties. However, he overcame these and himself wrote the initial instruction letters for his home study courses. His choice of subjects were those which he had studied thoroughly and intensified by practical experience: graphic arts, lettering and typography, caricature and free-hand drawing, and commercial art, as well as a correspondence course for advertisers.

The reconstruction of the German economy after the war resulted in a big demand for technical specialists. Correspondence tuition in the technical field was of major interest, and in 1956 Werner Kamprath offered courses for a technician's degree and later for an engineer's degree.

The introduction of a combined study system—home study plus practical training in technical colleges—referred to as "Kombi-Studium", was well received in the Federal Republic of Germany. The Studiengemeinschaft Darmstadt instructed students of engineering by this system and in 1963 the first graduates received an engineer's degree.

In 1965 the Studiengemeinschaft Darmstadt became a member of the CEC. Unfortunately Werner Kamprath was not spared to devote some of his creative power and energy to the common problems of the European Correspondence Schools. His work will be carried on by his son Michael, who can be sure of the best wishes of the members of the CEC.

Werner Kamprath was one of the pioneers of German home study: the CEC will always remember him.

LIST OF MEMBER SCHOOLS DECEMBER 1966 WITH NAMES OF CEC REPRESENTATIVES

Austria

Hamburger Fern-Lehrinstitut
Dr. R. Linemayr
Schlöglgasse 10
Wien-XII

Maturaschule Dr. Roland
Dr. E. Roland
Westbahnstrasse 5
Wien-VII

Belgium

Nationale Stichting voor Hogere Studien
Mr. H. A. Verbrugge
66 Beckersstraat
Brussel-4

Het Belgisch Technicum P.B.N.A.
Mr. J. Mortelmans
Frankrijklei 70
Antwerpen

Denmark

Danmarks Brevskole
Mr. A. Saxe
Svanemøllevej 77
Copenhagen

Teknisk Korrespondanceskole
Mrs. E. Horn
Dronningens Tvargade 21
Copenhagen

England

International Correspondence Schools
Mr. E. R. Andrew
Intertext House
Parkgate Road
London S.W.11

Metropolitan College
Mr. B. Mendes
St. Albans
Hertfordshire

Sir Isaac Pitman Correspondence Colleges Ltd
Mr. H. R. Light
Catteshall Manor
Godalming
Surrey

Diploma Correspondence College Ltd
Mr. R. Newell
Wolsey Hall
Oxford

England
continued

Rapid Results College
Mr. I. B. Young
Tuition House
3 Victoria Crescent
London S.W.19

Centre for Further Education Ltd
Mr. P. Glaister
Parliament House, Parliament Lane
Burnham
Buckinghamshire

Finland

Kansanvelistusseuran Kirjeopisto
Mr. A. Alanen
Neljäs Linja 24
Helsinki

France

Ets. Pigier
Mr. Y. Defaucheux
53 rue de Rivoli
Paris-1e

Ecole Universelle par Correspondance de Paris
Mrs. M. Allard
59 Boulevard Exelmans
Paris-16e

C.I.D.E.C.
Mr. J. Elias
5 Route de Versailles
Le Celle, St. Cloud

L'Ecole chez soi
Mr. M. Eyrolles
1 rue Thenard
Paris-5e

German Democratic Republic (Eastern Germany)

Institut für Fachschulwesen
der Deutschen Demokratischen Republik
Oberstudiendirektor Bannwitz
Karl-Marx-Stadt

Germany (West)

Hamburger Fern-Lehrinstitut
Mr. W. Schultz-Rahe
Hamburg-Rahlstedt
Rahlstedterstrasse 163

Germany (West)
continued

Rustin-Lehrinstitut für Fernunterricht
Mr. H. Müller-Albrechts
4 Düsseldorf-Wittlaer
Bockumerstrasse 49

Studiengemeinschaft Werner Kamprath
Darmstadt
Mr. M. Kamprath
61 Darmstadt 1
Schliessfach 4141

Italy

Scuole Riunite per Corrispondenza
Conte Dr. F. Bisi
Via Rocciantica 9
Rome

Netherlands

Leidsche Onderwijsinstellingen
Mr. I. J. Sloos
Zijlsingel/Oosterkerkstraat
Leiden

Koninklijk Technicum P.B.N.A.
Mr. F. Rotshuizen
Velperbuitensingel 6
Arnhem

I.V.I.O.
Mr. C. J. J. Wiedhaup
Koninginneweg 62
Amsterdam

Nederlands Schriftelijk Studiecentrum
Mr. A. van Daal o.s.a.
Ridderstraat 42
Culemborg

Famous Artists Schools
Mr. P. Stryder
Baden Powellplein 1
Amsterdam-Osdorp

Norway

Norsk Korrespondanseskole
Mr. E. Rørstad
Industrigt 41
Oslo 3

Folkets Brevskole
Mrs. S. Gran Andresen
Torggata 17
Oslo

Spain

C.E.A.C.
Mr. J. Marti
Aragon 472
Barcelona 13

Sweden

Hermods Korrespondensinstitut
Dr. B. Holmberg
Slottsgatan 24
Malmö

Brevskolan
Mr. K. E. Wählstrom
Stockholm 15

Switzerland

Technisches Lehrinstitut Onken
Mr. K. Onken
Kreuzlingen

ERIC Clearinghouse
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on Adult Education